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ABSTRACT

This English-as-a-Second-Language (ESL) curriculum was developed in 1994 at Garden City Community College in Kansas. The curriculum is designed to meet the needs of the Adult Learning Center students. Materials were developed for each level of college and adult education. The materials focus on six levels of ESL and include expected learner outcomes in listening, speaking, reading, writing, and life and study skills; teacher and student syllabi, student record card to chart enrollment and completion of learner outcomes, an initial placement instrument to determine student level; and an ESL placement sheet. (CK)

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ED 383 236

ESL Curriculum for Adult Learning

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Garden City Community College
801 Campus Drive Garden City, Kansas 67846 (316) 276-7611 FAX (316) 276-9630

ESL CURRICULUM FOR ADULT LEARNERS

This ESL curriculum was developed in 1994 with Title III funds at Garden City Community College.

Garden City Community College has 2300 students on campus (FTE 1100) and 2000 more students at the off-campus Adult Learning Center. The base economy of Garden City is agricultural, primarily wheat and cattle. Four large beef processing plants in this corner of Kansas attract many refugee and immigrant workers. In Garden City about 40% of the population is "minority." The public school system is almost 50% "minority." Most of the workers who come to the beef plants are from Mexico (legal and illegal immigrants). Large numbers of refugees also work here. They come from Vietnam, Laos, Guatemala, and El Salvador. In our small city of 25,000 we are able to find 30 countries represented. Many people are anxious to learn English as a Second Language.

In the first year of a Title III Improving Institutions Grant, our college set about developing an ESL curriculum to meet the needs of our Adult Learning Center students and those on the main campus. These materials include six levels of English as a Second Language. Four levels are offered at the off-campus locations of the Adult Learning Center. The two advanced levels are taught for credit on the main campus.

The following materials were developed <u>for each level</u> and are attached:

--expected learner outcomes for each of six strands:
- ***listening**
- ***speaking**
- ***reading**
- ***writing**
- ***life skills**
- ***study skills**

--teacher syllabus
--student syllabus
(plus student syllabi in Spanish and Vietnamese for Level 1 and Level 2)
--student record card to chart enrollment and completion of learner outcomes
--initial placement instrument to determine level

In addition, a teacher resource book was developed for each level. A CD ROM computer lab was installed and appropriate ESL software was purchased with Title III funds.

PROCESS is more key to the development of this curriculum than the **PRODUCT** which is seen here. It is being used successfully because the teachers who use these ideas were instrumental in developing them. A committee of six met for 30 clock hours over the period of a semester to come up with the designation of the six strands and the expected learner outcomes within each strand. Then all the teachers met for 10 hours, level by level, to familiarize themselves with the materials, develop lesson plans, and put together the teacher resource notebooks.

For more information, please call

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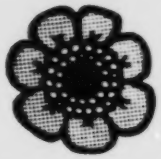
ESL PLACEMENT SHEET

Name_____ Date_____ ID_____

Oral directions to the student: *This sheet is to help us place you in the correct level of ESL. Please answer as many questions as possible. It is alright if you don't finish them all. Please tell me when you have finished.*

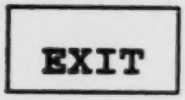
Choose the correct answer with a circle around the letter, like this: (a)

Reading

1. 
   a. tree
   b. power
   c. weed
   d. flower

2. What is your address?

   _____

3. 

   This sign means:
   a. go in
   b. go out
   c. stay in
   d. sit down

4. A **plumber** works on:
   a. teeth
   b. pipes
   c. pain
   d. cars

5. **Car** is the same as:
   a. automobile
   b. lamp
   c. motorcycle
   d. truck

6. The abbreviation for **morning** is:
   a. apt.
   b. p.m.
   c. a.m.
   d. pt.

7. The contraction of **will not** is:
   a. willn't
   b. won't
   c. wouldn't
   d. weren't

8. **Prepayment** means:
   a. to sell
   b. to get a loan
   c. to pay before
   d. to pay after

9. He wants to_____to a newspaper:
   a. mingle
   b. purchase
   c. subscribe
   d. submerge

10. Exercise is important to good health. Your body needs exercise in order to be fit. Three important areas of fitness are muscle strength, flexibility, and heart and lung endurance. Doing sit-ups will increase your muscle strength. Stretching will increase your flexibility. Running and swimming are good for heart and lung endurance. Everybody should exercise to stay fit and healthy.

    The **main idea** of this paragraph is:
    a. You should learn to swim.
    b. Exercise is good for health.
    c. Good friends are important.
    d. Doing sit-ups is hard work.

Continue with next section

Grammar

1. _____is a good teacher.
   a. It
   b. Him
   c. They
   d. He

2. The man has five _____.
   a. shirt
   b. shirts
   c. shirtes
   d. shirtses

3. Today we _____speaking English.
   a. am
   b. are
   c. is
   d. it

4. That woman has four_____.
   a. son
   b. child
   c. childs
   d. children

5. Yesterday I _____to school.
   a. go
   b. goes
   c. went
   d. gone

6. I lost my pen. _____is it?
   a. Were
   b. We're
   c. Where
   d. When

7. _____ _____ many students in my class.
   a. There was
   b. There is
   c. There are
   d. There be

8. _____money is mine.
   a. The
   b. THE
   c. the
   d. They

9. Kathy, Barbara and Amy are my daughters. Kathy is the _____.
   a. younger
   b. young
   c. older
   d. oldest

10. I have two sisters _____four brothers.
   a. or
   b. and
   c. because
   d. however

Writing

Write about this picture.

- Write about your family:

ESL PLACEMENT TEST

WRITING SAMPLE RESPONSES

Write about this picture:

POINTS	RESPONSE	DISCUSSION
1	a. (nothing)	
	b. ...doctor...	single word
	c. ....boy sick...	sentence fragment
2	a. the cheild sick...	sentence fragment and mechanical errors
	b. Nurse and a boy.....	partial sentence
	c. They is Filling sat.	mechanical errors and wrong word
3	a. the nurse are Helping boy	agreement and mechanics
	b. Boy will be get medcien	missing word, spelling and tense formation
	c. Nurse going to help Boys.	number, missing words
4	a. A boy is sick.	appropriate responses
	b. The child went to see the doctor.	
	c. The young nurse helps the sick child.	
	d. The child is sick and goes to the doctor.	

over

Write about your family:

POINTS	RESPONSE	DISCUSSION
0	no response	
2	I liv en el salvador	not related to topic
	Father an mather 5 child	barely recognizable
4	my family has seaven peaple. We leave im garden City	few details and many mechanical errors
	My family is for gerls tree boys my wive we leave in traylor i wurk IBP heard	run on sentence, many mechanical errors
6	I has two childern. They are go to schol in Victor Ornelas. My wive work at Tarjet and I have three years at Monfort. We are from mexico.	some mechanical errors and number disagreements but it is intelligible and organized
8	My family is not very large. My wife is Thuy and our daughter is Thao. We miss our family. My parents live in Viet Nam and my brothers are in California.	

ESL PLACEMENT SHEET

THIS PAGE FOR TEACHER EVALUATION ONLY

Speaking and Listening Skills

Following Directions

_____ Followed directions as given in English (4 points)
_____ Needed directions to be repeated (3 points)
_____ Needed directions to be simplified (2 points)
_____ Needed translation to get started (1 point)

Post-test Comments

_____ Was able to volunteer information about test items (4 points)
_____ Was able to answer questions about test items (3 points)
_____ Was able to talk about a test item, with modeling (2 points)
_____ Was unable to comment on test items (1 point)

PLACEMENT

____ points -- ORAL (8 possible)
____ points -- READING (10 possible)
____ points -- GRAMMAR (10 possible)
____ points -- WRITING (12 possible)

____ TOTAL POINTS

0 to 12 points > LEVEL 1
13 to 24 points > LEVEL 2
25 to 35 points > LEVEL 3
36 to 39 points > LEVEL 4
40 points > POSSIBLE LEVEL 5

Comments by Tester

_____

_____

_____

_____

_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 1

COURSE DESCRIPTION

English as a Second Language (Level 1) is a non-credit course for the beginning English student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the first in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of "no English" or "very little English" to a low beginning level.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand some learned phrases spoken slowly with frequent repetitions.
2. Understand personal questions about self, job, home, family.
3. Follow simple directions and commands in the classroom and at work.

Speaking

1. Express basic survival needs, including asking and responding to related questions.
2. Participate in basic conversations in a few very routine social situations (greetings, goodbyes, etc.).
3. Express emergency needs in person and on the phone (e.g. dialing 911 to report a fire).
4. Speak English, but with hesitation and frequent pauses.

May 1994

Reading

Vocabulary

1. Recognize common sight words.
2. Know consonant sounds.
3. Identify words in various settings.

Comprehension

1. Read and follow simple directions.
2. Identify the key word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)

1. Take dictation of words and short simple sentences.
2. Read public signs and phone book.

Writing

1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct adjective/noun word order.
4. Generate three-word sentences.
5. Use declarative sentences.
6. Fill in job application calling for simple personal information.
7. Choose correct subject pronoun.
8. Form questions with verb to be.

Life Skills

1. Identify parts of the body.
2. Describe general physical condition.
3. Identify health facilities (county health, clinic...).
4. Name common foods.
5. State basic food needs.
6. Locate food items in the grocery store.
7. Describe current weather conditions.
8. Respond to weather emergencies.
9. Identify community facilities.
10. Ask for directions.
11. Respond to traffic signs and symbols.

12. Heed safety warnings.
13. Count coins and currency.
14. Do simple math.
15. Give and request time information.
16. Name days and months.
17. Use a calendar
18. Identify most clothing items.
19. Name rooms, furniture, and major appliances.
20. Identify basic kinds of housing.
21. Be aware of cultural hygiene expectations.
22. Use courtesy words (please...).

Study Skills

1. Read and understand notes copies from board.
2. Alphabetize by first three letters.
3. Report verbally on homework assignment (e.g. how many traffic signs seen on the way home).
4. Answer simple questions orally or written in one word.
5. Discuss feelings, reasons, and outcomes from picture or video.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--Oxford Picture Dictionary

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need a pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

May 1994

There are numerous expected learner outcomes for each strand. (For Level 1 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language is expected in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical classes, jobs, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

Student Syllabus ENG

Teacher's Name_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 1

COURSE DESCRIPTION

ESL (Level 1) is an English course for the low beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the advanced beginning (Level 2) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

Listening

1. Understand some phrases in English.
2. Understand personal questions about self, job, home and family.
3. Follow simple directions in class and at work.

Speaking

1. Speak about basic needs--food, clothing, housing.
2. Talk in social conversations--hello, goodbye, invitations.
3. Tell about emergencies on the phone or face to face.
4. Speak simple English, slowly and with pauses.

Reading

Vocabulary

1. Read common words.
2. Know English consonant sounds.

Comprehension

1. Read and follow simple directions.
2. Understand most important word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)

1. Write words and short sentences from dictation.
2. Read public signs and phone book.

Writing

1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct word order in simple sentences.
4. Write original three word sentences.
5. Write simple sentences.
6. Complete simple job application.
7. Use pronouns in subject of sentence.
8. Form question with the verb to be.

Life Skills

1. Identify parts of the body.
2. Describe your general health.
3. Identify health facilities (clinic, hospital...)
4. Name common foods.
5. Tell basic food needs.
6. Find foods in the grocery store.
7. Describe the weather.
8. Respond to weather emergencies.
9. Identify community facilities.
10. Ask for directions.
11. Know traffic signs and symbols.
12. Know safety warnings (DANGER, DETOUR...)
13. Count money (coins and currency).
14. Do simple math.
15. Give and request time information.
16. Name the days and months in English.
17. Use a calendar.
18. Identify items of clothing.
19. Name rooms, furniture, and major appliances.
20. Identify different kinds of housing.
21. Be aware of cultural hygiene expectations.
22. Use courtesy words (please, thank you, excuse me...)

Study Skills

1. Read notes copied from chalkboard.
2. Alphabetize by first three letters.
3. Complete simple homework assignment.
4. Answer simple questions, spoken or written.
5. Talk about feelings and reasons.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS

Student Syllabus ENG/SPAN

Teacher's Name_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 1

COURSE DESCRIPTION

ESL (Level 1) is an English course for the low beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. There is no charge to students for this course. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

If students will not be in class, they should call the ALC to tell the teacher.

After successfully completing this course, students will be ready for the advanced beginning (Level 2) ESL course.

DESCRIPCION DEL CURSO

Inglés como segundo idioma (Nivel 1) es un curso para el estudiante que sabe casi nada del inglés. Se reune ocho horas por semana en el Centro de Aprendizaje para Adultos en 603 calle 8. Es un curso sin costo al estudiante. En la mañana se reune de 10:00 a 12:00, y en la noche de 7:00 a 9:00. El teléfono en el Centro es 276-7600.

Si el estudiante no puede venir a la clase, debe avisar al profesor por teléfono.

Después de cumplir este curso con éxito, el estudiante está preparado para el segundo curso de principiantes (Nivel 2)

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 2.

CAPACIDADES EN EL INGLES

En este curso, el estudiante aprenderá las siguientes abilidades en inglés. Cuando sabe 80% de las destrezas, el estudiante está listo para Nivel 2.

Listening

1. Understand some phrases in English.
2. Understand personal questions about self, job, home and family.
3. Follow simple directions in class and at work.

Escuchar

1. Entender algunas frases en inglés.
2. Entender preguntas personales sobre el trabajo y la familia.
3. Comprender instrucciones sencillas en la clase y en el trabajo.

Speaking

1. Speak about basic needs--food, clothing, housing.
2. Talk in social situations--hello, goodbye, invitations.
3. Tell about emergencies on the phone or face to face.
4. Speak simple English, slowly and with pauses.

Hablar

1. Hablar de la necesidades básicas--comida, ropa, alojamiento.
2. Participar en conversaciones sociales--saludos, despedidas, invitaciones.
3. Hablar de emergencias, por teléfono o en persona.
4. Hablar inglés sencillo, pero con pausas y no muy rápido.

Reading

Vocabulary

1. Read common words.
2. Know English consonant sounds.

Comprehension

1. Read and follow simple directions.
2. Understand most important word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)

1. Write words and short sentences from dictation.
2. Read public signs and phone book.

Leer

Vocabulario

1. Leer palabras comunes.
2. Saber los sonidos de las letras consonantes en inglés.

Comprensión

1. Leer y seguir instrucctiones básicas.
2. Identificar la palabra más importante en una frase.
3. Leer y comprender frases cortas y sencillas.

Aplicación (sin traducción)

1. Escribir palabras y frases cortas dictadas.
2. Leer señales, letreros, y la guía teléfonica.

Writing

1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct word order in simple sentences.
4. Write original three word sentences.
5. Write simple sentences.

Escribir

1. Usar los tensos del presente y presente progresivo.
2. Formar plurales regulares.
3. Poner las palabras de una frase en orden correcto.
4. Escribir frases originales de tres palabras.
5. Escribir frases sencillas.

6. Complete simple job application.
7. Use pronouns in subject of sentence.
8. Form questions with the verb to be.

Life Skills

1. Identify parts of the body.
2. Describe your general health.
3. Identify health facilities (clinic, hospital...)
4. Name common foods.
5. Tell basic food needs.
6. Find foods in the grocery store.
7. Describe the weather.
8. Respond to weather emergencies.
9. Identify community facilities.
10. Ask for directions.
11. Know traffic signs/symbols.
12. Know safety warnings (DANGER, DETOUR...)
13. Count money (coins/currency).
14. Do simple math.
15. Give and request time information.
16. Name the days and months in English.
17. Use a calendar.
18. Identify items of clothing.
19. Name rooms, furniture, and major appliances.
20. Identify different kinds of housing.
21. Be aware of cultural hygiene expectations.
22. Use courtesy words (please, thank you, excuse me...)

Study Skills

1. Read notes copied from chalkboard.
2. Alphabetize by first three letters.
3. Complete simple homework

6. Llenar una aplicación sencilla para un trabajo.
7. Usar pronombres nominales de una frase.
8. Formar preguntas con el verbo to be.

Destrezas útiles

1. Identificar las partes del cuerpo.
2. Describir la salud en general.
3. Identificar clínicas, hospitales, oficinas de médicos.
4. Identificar comestibles comunes.
5. Describir necesidades básicas nutricionales.
6. Encontrar comestibles en el supermercado.
7. Describir el tiempo.
8. Responder a emergencias debidas al tiempo.
9. Identificar facilidades en la comunidad.
10. Pedir ayuda en encontrar un lugar.
11. Entender señales de tránsito.
12. Entender advertencias de transito (PELIGRO, DESVIO...)
13. Contar dinero.
14. Matemáticas sencillas.
15. Preguntar y contestar acerca de la hora.
16. Conocer los días y los meses en inglés.
17. Emplear un calendario.
18. Identificar la ropa.
19. Identificar las partes de una casa y los muebles.
20. Identificar las varias clases de alojamiento.
21. Darse cuenta de la expectaciones culturales higiénicas.
22. Usar las palabras de cortesia (por favor, gracias, perdón...)

Habilidades en el estudio

1. Leer notas copiadas de la pizarra.
2. Poner en orden alfabético según tres primeras letras.
3. Hacer tareas sencillas.

STUDENT SYLLABUS
ENG/VIET

Teacher's Name_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 1

COURSE DESCRIPTION

ESL (Level 1) is an English course for the low beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the advanced beginning (Level 2) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

<u>Listening</u>

1. Understand some phrases in English.
2. Understand personal questions about self, job, home and family.
3. Follow simple directions in class and at work.

MO TA LOP HOC

Song ngữ Anh Văn (ESL) cấp 1 là lớp Anh Van dành cho những người mới bắt đầu học Anh Văn. Học sinh đi học 8 giờ một tuần tại Trung Tâm Học Vụ Tráng Niên thuộc viện Đại Học Cộng đồng, toạ lạc tại 603 Đường số 8. Các lớp buổi sáng được mở từ 10 giờ đến 12 giờ trưa. Các lớp buổi tối được mở từ 7 giờ đến 9 giờ tối. Điện thoại tại trung tâm là: 276-7600. Sau khi mãn khóa cấp 1, học sinh sẽ được nhận vào lớp vỡ lòng cấp 2.

NĂNG KHIẾU CHUYÊN BIỆT ANH NGỮ.

Trong lớp học nầy , học sinh sẽ được trau dồi những năng khiếu chuyên biệt Anh Ngữ sau đây. Nếu học sinh đạt được 80% những năng khiếu nầy sẽ được chuyển lên cấp 3.

<u>NĂNG KHIẾU NGHE GỒM:</u>

1. Hiểu được một số các câu nói bằng Anh ngữ.
2. Hiểu được những câu hỏi cá nhân về chính mình, việc làm, nhà cửa và gia đình.
3. Theo lời chỉ dẫn để làm được các việc đơn giản tại lớp và tại chỗ làm việc.

Speaking

1. Speak about basic needs--food, clothing, housing.
2. Talk in social situations--hello, goodbye, invitations.
3. Tell about emergencies on the phone or face to face.
4. Speak simple English, slowly and with pauses.

Reading

Vocabulary

1. Read common words.
2. Know English consonant sounds.

Comprehension

1. Read and follow simple directions.
2. Understand most important word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)

1. Write words and short sentences from dictation.
2. Read public signs and phone book.

Writing

1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct word order in simple sentences.
4. Write original three word sentences.
5. Write simple sentences.
6. Complete simple job application.
7. Use pronouns in subject of sentence.
8. Form question with the verb to be.

Life Skills

1. Identify parts of the body.
2. Describe your general health.
3. Identify health facilities (clinic, hospital...)
4. Name common foods.
5. Tell basic food needs.
6. Find foods in the grocery store.
7. Describe the weather.
8. Respond to weather emergencies.
9. Identify community facilities.

Năng Khiếu Nói Gồm:

1. Có thể nói ra các nhu cầu căn bản như đồ ăn, quần áo, nhà cửa.
2. Có thể nói trong các việc tiếp xúc như chào gặp gỡ, chào tạm biệt và mời mọc.
3. Có thể nói khi gặp điều khẩn cấp bằng điện thoại hoặc mặt đối mặt.
4. Có thể nói những câu Anh Văn thông thường hoặc chậm chạp hoặc ngắt quãng.

Năng Khiếu Đọc: Ngữ Vựng.

1. Đọc được các chữ thông thường.
2. Biết được cách phát âm tiếng phụ âm

Thấu Hiểu.

1. Đọc và làm được những điều chỉ dẫn.
2. Hiểu được các chủ quan trọng trong câu.
3. Đọc và hiểu được các câu ngắn.

Ứng Dụng (Không phải dịch trong đầu).

1. Viết được các chữ và các câu ngắn khi nghe cô giáo đọc.
2. Đọc được các bảng thông cáo và điện thoại niên giám.

Năng Khiếu Viết Gồm :

1. Biết dùng thì hiện tại và hiện tại diễn tiến.
2. Biết dùng danh từ số nhiều.
3. Biết đặt các danh từ dùng cho trong một câu ngắn.
4. Biết Viết một câu ngắn gồm ba chữ.
5. Biết viết câu đơn giản.
6. Biết điền đầy đủ đơn xin việc.
7. Biết dùng đại danh từ làm chủ từ trong câu.
8. Biết đặt câu hỏi với động từ To be.

Năng Khiếu Cuộc Sống:

1. Biết nhận biết các phần của thân thể.
2. Biết diễn tả tổng quát về sức khỏe.
3. Biết được các địa điểm lo cho sức khỏe(Như bệnh viện, Y tế viện).
4. Biết kể tên các đồ ăn thông thường.
5. Có thể kể ra các nhu cầu về đồ ăn.
6. Biết tìm được đồ ăn tại tiệm bán đồ ăn.
7. Có thể diễn tả được thời tiết.
8. Biết phản ứng khi gặp thời tiết nguy hiểm.
9. Biết tất cả các địa điểm quan trọng trong thành phố.

10. Ask for directions.
11. Know traffic signs/symbols.
12. Know safety warnings (DANGER, DETOUR...)
13. Count money (coins/currency).
14. Do simple math.
15. Give and request time information.
16. Name the days and months in English.
17. Use a calendar.
18. Identify items of clothing.
19. Name rooms, furniture, and major appliances.
20. Identify different kinds of housing.
21. Be aware of cultural hygiene expectations.
22. Use courtesy words (please, thank you, excuse me...)

10. Biết hỏi phương hướng.
11. Biết đọc các bảng và dấu hiệu lưu thông.
12. Biết đọc các bảng báo động (Nguy hiểm, đối đường).
13. Biết đếm tiền (Tiền các và giấy).
14. Biết làm các bài toán đơn giản.
15. Biết nói và hỏi giờ.
16. Biết đọc Ngày và Tháng bằng tiếng anh.
17. Biết dùng lịch.
18. Biết tên được các phần của quần áo.
19. Biết tên của các phòng, đồ đạc và vật dụng trong nhà.
20. Biết nhận ra các loại nhà khác nhau.
21. Biết ý thức được những điều vệ sinh cần thiết của các văn hóa khác nhau.
22. Biết dùng các tiếng lịch sự xã giao như (làm ơn , cám ơn, xin lỗi...)

Study Skills

1. Read notes copied from chalkboard.
2. Alphabetize by first three letters.
3. Complete simple homework assignment.
4. Answer simple questions, spoken or written.
5. Talk about feelings and reasons.

Năng Khiếu Học Gồm:

1. Biết ghi lời giảng chép trên bảng.
2. Biết theo thứ tự a, b, c,với ba chữ đầu.
3. Biết hoàn tất các bài vở cho về nhà làm.
4. Biết trả lời các câu hỏi đơn giản bằng miệng hay chữ viết.
5. Biết nói ra cảm nghĩ và lý do.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

SÁCH HỌC.

Mỗi học sinh sẽ phải mua 2 cuốn sách cho lớp này.

Tự Điển Oxford có hình

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" computer disk

VẬT DỤNG.

Mỗi học sinh sẽ phải có

Một cây viết chì.
Một quyển tập có bìa cứng và ba vòng xỏ lỗ.
Một đĩa điện toán 5"

TESTS

Tests will be given to see which level is best for the student.

BÀI THI.

Bài thi sẽ phải làm để coi mỗi học sinh thích hợp cho cấp độ nào.

BEST COPY AVAILABLE

Level 1

Name _____ ID _____

Date of Birth _____

Date of INITIAL ENROLLMENT _____ LEVEL COMPLETION _____

English as a Second Language Program
Garden City Community College
Garden City, KS 67846
316-276-7611

LISTENING

__ Understands some learned phrases spoken slowly with frequent repetitions.

__ Understands personal questions about self, job, home, family.

__ Follows simple instructions and commands in the classroom and at work.

SPEAKING

__ Expresses basic survival needs, including asking and responding to related questions.

__ Participates in basic conversations in a few very routine social situations (e.g. greetings, goodbyes).

__ Expresses emergency needs in person and on the phone (e.g. dialing 911 to report a fire).

__ Speaks with hesitation and frequent pauses.

READING

Vocabulary

__ Recognizes common sight words.
__ Knows sounds of consonants.
__ Identifies words in various settings.

Comprehension

__ Reads and follows simple directions.
__ Identifies the key word in a sentence.
__ Reads and understands short simple sentences.

Application (no translation)

__ Takes dictation of words and short simple sentences.
__ Reads public signs and phone book.

WRITING

__ Uses simple present and present progressive tenses.

__ Forms regular plurals.

__ Uses correct adjective/noun word order.

__ Generates three-word sentences.

__ Uses declarative sentences.

__ Fills in job application calling for simple personal information.

__ Chooses correct subject pronoun.

__ Forms questions with to be.

__ Uses present forms of to be.

LIFE SKILLS

__ Identifies parts of the body.
__ Describes general physical condition.
__ Identifies health facilities (county health, clinics...)

__ Names common foods.
__ States basic food needs.
__ Locates food items in grocery store.

__ Describes current weather conditions.
__ Responds to weather emergencies.

__ Identifies community facilities.
__ Asks for directions.
__ Responds to traffic signs and symbols.
__ Heeds safety warnings.

__ Counts coins and currency.
__ Does simple math.

__ Gives and requests time information.
__ Names days and months.
__ Uses a calendar.

__ Identifies most clothing items.
__ Names rooms, furniture, major appliances.
__ Identifies basic kinds of housing.

__ Is aware of cultural hygiene expectations.

__ Uses courtesy words (please...)

STUDY SKILLS

__ Reads and understands notes copied from board.

__ Alphabetizes by first three letters.

__ Reports verbally on homework assignment (e.g. how many traffic signs seen on way home).

__ Answers simple questions orally or written in one word.

__ Discusses feelings, reasons, and outcomes from pictures or video.

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Assessment dates to exit this level:

Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Special learning problems noted: (+ comments)

hearing _____

vision _____

other _____

_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 2

COURSE DESCRIPTION

English as a Second Language (Level 2) is a non-credit course for the advanced beginning English student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the second in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low beginner to high beginner.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.
2. Understand conversations containing some familiar vocabulary on many eeryday subjects, with a need for repetition, rewording, or slower speech.
3. Follow two-step directions in the classroom and at work.
4. Understand very routine and limited conversations of the telephone.
5. Comprehend meanings of a few basic idioms.

Speaking

1. Function in most face-to-face basic survival situations, but may need some help.
2. Ask and respond to direct questions on familiar and some new subjects.
3. Communicate on the phone on practiced subjects (e.g. calling to tell of an absence from class).

4. Use new phrases (i.e. speaks with some creativity) but with hesitation and pauses. Identify characteristics of self, family, environment. Can sometimes clarify by rewording.
5. Reproduce understandably many common English sounds.

Reading

Vocabulary

1. Pair 20 common antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Be able to read words with blends and diphthongs.
6. Interpret 25 acronyms.

Comprehension

1. Read and follow two-step directions (with prompting).
2. Read and understand sentences and simple paragraphs.
3. Identify main idea of simple paragraph.

Application (without translation)

1. Read and understand simple forms (school enrollment, job application, etc.).
2. Respond to classified ads (rent, car, grocery).
3. Read and use schedules for television, school, class.

Writing

1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plurals.
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions on getting somewhere.
7. Fill in a job application with personal information and a short paragraph.
8. Make a list for shopping.
9. Use and in compound sentences
10. Use demonstratives: this, that, these, those.
11. Uses expletives there is and there are.

Life Skills

1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand basic structure of school system--locations, personnel, access, etc.
9. Understand currency denominations.
10. Estimate sales tax.
11. Request utility connection.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Understand seasonal clothing.
15. Describe family relationships.
16. Discuss marital status.
17. Know driver license qualifications.
18. Understand about car insurance.
19. Be aware of American holidays.
20. Identify and describe previous work experience.
21. Answer questions in job interview.
22. Fill in social security form.

Study Skills

1. Record key words from oral presentation.
2. Use table of contents.
3. Turn in written homework.
4. Complete simple fill-in-the-blank test with given words.
5. Match words and definitions.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--Oxford Picture Dictionary

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

May 1994

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum** level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

Student Syllabus - ENG

Teacher's Name _____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 2

COURSE DESCRIPTION

ESL (Level 2) is an English course for the advanced beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the low intermediate (Level 3) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

Listening

1. Understand common phrases.
2. Understand conversations about daily life.
3. Follow two-step directions.
4. Understand some telephone conversations.
5. Comprehend some idioms in English.

Speaking

1. Speak in some face-to-face daily conversations.
2. Ask and answer direct questions about familiar things.
3. Speak on the telephone about common subjects.
4. Talk about yourself and your family.
5. Say many English sounds correctly.

Reading

Vocabulary

1. Match 20 antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Read words with combined letters.
6. Interpret 20 acronyms.

Comprehension

1. Read and follow two-step directions.
2. Read sentences and simple paragraphs.
3. Identify the main idea of a paragraph.

Application (without translation)

1. Read and understand simple forms (school, work).
2. Respond to classified ads.
3. Read TV and school schedules.

Writing

1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plural
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions of getting somewhere.
7. Fill in a job application, including sentences.
8. Make a list for shopping.
9. Use and in compound sentences.
10. Use this, that, these, those.
11. Use there is and there are.

Life Skills

1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with the doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand our schools.
9. Understand currency denominations.
10. Estimate sales tax.
11. Request connections of gas, electric, telephone.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Know about clothing for the different seasons.
15. Describe family relationships.
16. Discuss being single, married, divorced, widowed.
17. Know driver license qualifications.
18. Understand about car insurance.
19. Know about American holidays.
20. Tell about previous work experience.
21. Answer questions in a job interview.
22. Fill in a Social Security form correctly.

Study Skills

1. Write down information from a talk.
2. Use a table of contents.
3. Turn in written homework.
4. Do a fill-in-the-blank test.
5. Match words and definitions.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS

Student Syllabus ENG/SPAN

.eacher's Name _____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 2

COURSE DESCRIPTION

ESL (Level 2) is an English course for the advanced beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. There is no charge for this course. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

If students will not be in class, they should call the ALC to tell the teacher.

After successfully completing this course, students will be ready for the low intermediate (Level 3) ESL course.

DESCRIPCION DEL CURSO

Inglés como segundo idioma (Nivel 2) es un curso para el estudiante que sabe muy poco inglés. Se reune ocho horas por semana en el Centro de Aprendizaje para Adultos en 603 calle 8. Es un curso sin costo al estudiante. En la mañana se reune de 10:00 a 12:00, y en la noche de 7:00 a 9:00. El teléfono en el Centro es 276-7600.

Si el estudiante no puede venir a la clase, debe avisar al profesor por teléfono.

Después de cumplir este curso con éxito, el estudiante está preparado para el tercer curso de la serie (Nivel 3).

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

CAPACIDADES EN EL INGLES

En este curso, el estudiante aprenderá las siguientes habilidades en inglés. Cuando sabe 80% de las destrezas, el estudiante está listo para Nivel 3.

istening

1. Understand common phrases.
2. Understand conversations about daily life.
3. Follow two-step directions.
4. Understand some telephone conversations.
5. Comprehend some idioms in English.

Escuchar

1. Entender frases comunes.
2. Entender conversaciones sobre la vida diaria.
3. Comprender instrucciones con dos partes.
4. Entender algunas conversaciones telefónicas en inglés.
5. Comprender algunos dichos en inglés.

Speaking

1. Speak in some face-to-face daily conversations.
2. Ask and answer direct questions about familiar things.
3. Speak on the telephone about common subjects.
4. Talk about yourself and your family.
5. Say many English sounds correctly.

Hablar

1. Participar en algunas conversaciones personales.
2. Preguntar y contestar sobre temas comunes.
3. Hablar por teléfono sobre temas comunes.
4. Conversar de uno mismo y de la familia.
5. Pronunciar correctamente muchos sonidos en inglés.

Reading

Vocabulary

1. Match 20 antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Read words with combined letters.
6. Interpret 20 acronyms.

Leer

Vocabulario

1. Encontrar 20 parejas de palabras opuestas.
2. Leer palabras compuestas.
3. Leer etiquetas en los productos del supermercado.
4. Reconocer 40 abreviaturas.
5. Leer palabras con letras combinadas.
6. Interpretar 20 acrónimos.

Comprehension

1. Read and follow two-step directions.
2. Read sentences and simple paragraphs.
3. Identify the main idea of a paragraph.

Comprensión

1. Leer y seguir direcciones con dos partes.
2. Leer frases y párafos sencillos.
3. Identificar la idea principal de un párafo.

Application (no translation)

1. Read and understand simple forms (school, work).
2. Respond to classified ads in newspaper.
3. Read TV and school schedules.

Aplicación (sin traducción)

1. Leer y comprender formas sencillas (escuela, trabajo).
2. Contestar a anuncios clasificados en el periódico.
3. Leer horarios de TV y escuela.

Writing

1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plurals.
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions of getting somewhere.
7. Fill in a job application, including sentences.
8. Make a list for shopping.
9. Use and in compound sentences.
10. Use this, that, these, those.
11. Use there is and there are.

Escribir

1. Usar los tensos del futuro progresivo, futuro sencillo, y pasado progresivo.
2. Identificar nombres y verbos.
3. Formar plurales irregulares comunes.
4. Formar preguntas con orden inverso y el verbo to do.
5. Escojer pronombres en lugar objectivo.
6. Escribir direcciones para guia en llegar a cierto lugar.
7. Llenar aplicación para trabajo incluyendo frases.
8. Hacer lista para compras.
9. Usar and en frases compuestas.
10. Usar this, that, these, those.
11. Usar there is and there are.

Life Skills

1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with the doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand our schools.
9. Understand currency denominations.
10. Estimate sales tax.
11. Request connections of gas, electric, telephone.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Know about clothing for the different seasons.
15. Describe family relationships.
16. Discuss being single, married, divorced, widowed.
17. Know driver license qualifications.
18. Understand about car insurance.

Destrezas útiles

1. Pedir ayuda de la ambulancia.
2. Identificar los órganos mayores del cuerpo.
3. Describir síntomas físicas.
4. Hacer una cita con el médico.
5. Pedir ciertas cosas en el supermercado.
6. Leer un prognóstico del tiempo.
7. Comentar sobre cambios en el tiempo.
8. Entender el sistema escolar.
9. Entender denominaciones en el dinero de los Estados Unidos.
10. Acertar los impuestos de venta.
11. Pedir servicios de gas, electricidad, teléfono.
12. Hacer un horario personal.
13. Entender un horario de viaje.
14. Entender la diferencia en ropa para las cuatro estaciones del año.
15. Explicar relaciones entre la familia.
16. Describirse como soltero, casado, divorciado, viudo.
17. Entender los requisitos para licencia de conductor.
18. Entender algo sobre seguros para automobil.

19. Know about American holidays.
20. Tell about previous work experience.
21. Answer questions in a job interview.
22. Fill in a Social Security form correctly.

Study Skills

1. Write down information from a talk.
2. Use a table of contents.
3. Turn in written homework.
4. Do a fill-in-the-blank test.
5. Match words and definitions.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS

When students enroll at the Adult Learning Center, they will take a test to decide the correct ESL class level. Another test will be given to determine if the student is ready to move to a higher level.

19. Entender las fiestas norte-americanas.
20. Explicar las experiencias en trabajos anteriores.
21. Contestar preguntas en una entrevista para trabajo.
22. Llenar una forma para Social Security.

Habilidades en el estudio

1. Escribir información después de oir una charla.
2. Usar un índice de materiales de un libro.
3. Hacer tareas para una clase.
4. Completar un examen en forma que pide palabras ausentes.
5. Identificar palabras que responden a definiciones.

LIBROS

El estudiante comprará dos libros para este curso:

--
--Oxford Picture Dictionary

MATERIALES

Para esta clase, el estudiante también necesita:

--lápiz o pluma
--cuaderno
--un disco de 5" para computadora

EXAMENES

Cuando se inscribe en el Centro de Aprendizaje para Adultos, el estudiante debe presentar un examen corto para determinar el nivel apropiado. También al final de cada nivel, para averiguar si está listo para el próximo nivel.

Student Syllabus ENG/VIET

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 2

COURSE DESCRIPTION

ESL (Level 2) is an English course for the advanced beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. There is no charge for this course. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

If students will not be in class, they should call the ALC to tell the teacher.

After successfully completing this course, students will be ready for the low intermediate (Level 3) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

MÔ TẢ LỚP HỌC

Song ngữ (ESL) cấp 2 là lớp Anh Văn dành cho những học sinh cấp tiến. Học sinh đi học 8 giờ mỗi tuần tại Trung Tâm Học Vụ Trang Niên thuộc Đại Học Cộng Đồng Garden City, tọa lạc tại 603 Đường số 8. Lớp học nầy miễn phí. Các lớp buổi sang được mở từ 10giờ đến 12 giờ trưa. Các lớp buổi tối được mở từ 7 giờ tối 9 giờ. Điện thoại của Trung Tâm là: 276-7600.

Nếu vì bất cứ lý do nào mà học sinh nào không thể đi học được, các học sinh phải gọi cho trung tâm để thông báo cho giáo sư phụ trách biết.
Sau khi mãn khóa cấp 2 nầy, các học sinh sẽ được nhận vào lớp trung đẳng (Cấp 3) của chương trình song ngữ (ESL)

NĂNG KHIẾU CHUYÊN BIỆT ANH NGỮ.

Khi được nhận vào lớp nầy, các học sinh sẽ học được các năng khiếu chuyên biệt sau đây: Nếu học sinh đạt được 80% những năng khiếu nầy sẽ được chuyển lên cấp trung đẳng cấp 3.

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Listening

1. Understand common phrases.
2. Understand conversations about daily life.
3. Follow two-step directions.
4. Understand some telephone conversations.
5. Comprehend some idioms in English.

Speaking

1. Speak in some face-to-face daily conversations.
2. Ask & answer direct questions about familiar things.
3. Speak on the telephone about common subjects.
4. Talk about yourself and your family.
5. Say many English sounds correctly.

Reading

Vocabulary

1. Match 20 antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Read words with combined letters.
6. Interpret 20 acronyms.

Comprehension

1. Read and follow two-step directions.
2. Read sentences and simple paragraphs.
3. Identify the main idea of a paragraph.

Application (no translation)

1. Read and understand simple forms (school, work).
2. Respond to classified ads.
3. Read TV and school schedules.

Writing

1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plurals.
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions of getting somewhere.

NĂNG KHIẾU NGHE GỒM:

1. Hiểu được những câu thông thường.
2. Hiểu được các cuộc đàm thoại về cuộc sống hằng ngày.
3. Tuân theo hai điều chỉ dẫn.
4. Hiểu được các câu đàm thoại qua điện thoại.
5. Hiểu được một số các thành ngữ của Anh văn

NĂNG KHIẾU NÓI GỒM:

1. Khi mặt giáp mặt có thể đàm thoại được.
2. Hỏi và trả lời những câu hỏi trực tiếp về những vấn đề quen thuộc.
3. Nói chuyện qua điện thoại về những chủ đề thông thường.
4. Có thể diễn tả về chính mình và gia đình.
5. Phát âm đúng được nhiều danh từ Anh văn.

NĂNG KHIẾU ĐỌC GỒM.

Ngữ Vựng.

1. Tìm được 20 cặp đối nghĩa.
2. Đọc được các danh từ kép.
3. Đọc được nhãn hiệu các hàng hóa.
4. Biết được khoảng 40 chữ tắt.
5. Đọc được các danh từ với nhiều chữ ghép lại.
6. Giải nghĩa được khoảng 20 danh từ mới do nhiều chữ tắt tạo ra.

THẤU HIỂU.

1. Đọc và theo dõi được những điều chỉ dẫn qua hai giai đoạn.
2. Đọc được các câu và các đoạn Anh Ngữ đơn giản.
3. Tóm nhận được ý chính của đoạn văn.

SỬ ỤNG DỤNG. (Không phải dịch trong đầu)

1. Đọc và hiểu được các mẫu đơn thông thường(Của trường học, nơi làm việc)
2. Phúc đáp được các mục quảng cáo việc làm.
3. Đọc được chương trình các đài truyền hình và nhà trường.

NĂNG KHIẾU VIẾT GỒM:

1. Biết dùng các thì tương lai, tương lai diễn tiến, quá khứ và quá khứ diễn tiến.
2. Biết phân biệt danh từ và động từ.
3. Biết đổi danh từ ra số nhiều.
4. Biết đặt câu hỏi bằng cách đảo ngược và dùng động từ (To do)
5. Biết dùng đại danh từ làm túc từ.
6. Biết viết ra để chỉ đường cho người khác đi tới một nơi nào.

7. Fill in a job application, including sentences.
8. Make a list for shopping.
9. Use and in compound sentences.
10. Use this, that, these, those.
11. Use there is and there are.

Life Skills

1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with the doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand our schools.
9. Understand currency denominations.
10. Estimate sales tax.
11. Request connections of gas, electric, telephone.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Know about clothing for the different seasons.
15. Describe family relationships.
16. Discuss being single, married, divorced, widowed.
17. Know driver license qualifications.
18. Understand about car insurance.
19. Know about American holidays.
20. Tell about previous work experience.
21. Answer questions in a job interview.
22. Fill in a Social Security form correctly.

Study Skills

1. Write down information from a talk.
2. Use a table of contents.
3. Turn in written homework.
4. Do a fill-in-the-blank test.
5. Match words and definitions.

7. Biết điền đầy đủ đơn xin việc kể cả viết thành câu.
8. Làm bảng danh sách đi mua đồ.
9. Biết dùng đúng chữ and trong câu phức tạp.
10. Biết dùng đúng những chữ This, That, These, Those.
11. Biết cách dùng những chữ: There is, There are.

NĂNG KHIẾU CUỘC SỐNG GỒM:

1. Biết cách gọi cấp cứu về y khoa.
2. Biết tên từng bộ phận thân thể.
3. Biết diễn tả các triệu chứng đau của thân thể.
4. Biết gọi xin ngày giờ khám bệnh.
5. Biết yêu cầu đặt mua một vài món hàng hóa.
6. Biết đọc bản đồ tiên đoán thời tiết.
7. Biết các báo cáo về thay đổi tình trạng thời tiết.
8. Thấu hiểu về vấn đề trường học.
9. Hiểu biết những vấn đề về tiền bạc.
10. Biết ước tính thuế mua bán.
11. Biết gọi để xin mở ga, điện, nước, điện thoại.
12. Biết sắp xếp giờ cho cá nhân mình.
13. Biết về chương trình du lịch.
14. Biết y phục cho từng mùa.
15. Biết diễn tả sự liên hệ họ hàng.
16. Biết thảo luận về tình trạng độc thân kết hôn, góa, ly dị.
17. Biết giá trị của mỗi loại bằng lái xe..
18. Hiểu biết về bảo hiểm xe, cộ.
19. Biết về các ngày lễ nghỉ của hoa kỳ.
20. Biết nói về các việc làm trước kia của mình.
21. Biết trả lời các câu hỏi khi ra phỏng vấn xin việc.
22. biết điền đơn xin thẻ an ninh xã hội.

NĂNG KHIẾU HỌC GỒM:

1. Biết viết xuống cái tin tức sau khi nghe nói.
2. Biết dùng bản nội dung.
3. Biết làm bài và nộp bài cho về nhà làm.
4. Biết làm bài thi điền vào chỗ trống.
5. Biết sắp chữ đồng nghĩa và các định nghĩa của chúng.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS

When students enroll at the Adult Learning Center, they will take a test to decide the correct ESL class level. Another test will be given to determine if the student is ready to move to a higher level.

SÁCH HỌC.

Mỗi học sinh sẽ phải mua 2 cuốn sách cho lớp này.

_____
____Tự điển Oxford có hình.

VẬT DỤNG.

Mỗi học sinh sẽ phải có:

- Một cây viết hay viết chì.
- Một cuộn kẹp giấy có bìa cứng và 3 vòng xỏ lỗ.
- Một đĩa điện toán 5" (inches)

BÀI THI.

Ngay khi ghi tên, mỗi học sinh sẽ phải qua một kỳ thi để được xếp vào cấp nào. Sau đó sẽ có một bài thi khác để quyết định coi học sinh nầy đã sẵn sàng để chuyển lên lớp cao hơn chưa.

Level 2

Name _____ ID _____

Date of Birth _____

Date of INITIAL ENROLLMENT _____ LEVEL COMPLETION _____

English as a Second Language Program
Garden City Community College
Garden City, KS 67846
316-276-7611

LISTENING

__ Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.

__ Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.

__ Follows two-step directions in the classroom and at work.

__ Understands very routine and limited conversations on the phone.

__ Comprehends meanings of a few basic idioms.

SPEAKING

__ Functions in most face-to-face basic survival situations, but may need some help.

__ Asks and responds to direct questions on familiar and some new subjects.

__ Communicates on the phone on practiced subjects (e.g. calling to tell of an absence from class...).

__ Uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. Identifies characteristics of self, family, environment. Can sometimes clarify by rewording.

__ Reproduces understandably many common English sounds.

READING

Vocabulary

__ Pairs 20 common antonyms.
__ Reads compound words.
__ Reads product labels.
__ Recognizes 40 abbreviations.
__ Is able to read whole words with blends and diphthongs.
__ Interprets 25 acronyms.

Comprehension

__ Reads and follows two-step directions (with prompting).
__ Reads and understands sentences and simple paragraphs.
__ Identifies main idea of simple paragraph.

Application (no translation)

__ Reads and understands simple forms (school enrollment, job application...).
__ Responds to classified ads (rent, car, grocery).
__ Reads and uses schedules for television, school, and class.

WRITING

__ Uses future progressive, simple future, and past progressive tenses.

__ Recognizes nouns and verbs.

__ Forms common irregular plurals.

__ Uses questions using reverse order and the verb to do.

__ Chooses correct object pronouns.

__ Writes directions on getting somewhere.

__ Fills in a job application with personal information and a short paragraph.

__ Makes a list for shopping.

__ Uses and in compound sentences.

__ Uses demonstratives: this, that, these, those.

__ Uses expletives there is and there are.

LIFE SKILLS

__ Requests emergency medical service.
__ Identifies major body organs.
__ Describes physical symptoms.
__ Makes an appointment with doctor.

__ Reads a weather forecast map.
__ Reports changing weather conditions.

__ Understands basic structure of school system--locations, personnel, access.

__ Understands currency denominations.
__ Estimates sales tax.
__ Requests utility connection.

__ Makes a personal schedule.
__ Understands a travel schedule.

__ Understands seasonal clothing.

__ Describes family relationships.
__ Discusses marital status.

__ Knows driver license qualifications.
__ Understands about car insurance.
__ Is aware of American holidays.

__ Identifies and describes previous work experience.

__ Answer questions in job interview.
__ Fills in social security form.

STUDY SKILLS

__ Records key words from oral presentation.

__ Uses table of contents.

__ Turns in written homework.

__ Completes simple fill-in-the-blank test with given words.
__ Matches words and definitions.

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Assessment dates to exit this level:

Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Special learning problems noted: (+ comments)

hearing _____

vision _____

other _____

_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 3

COURSE DESCRIPTION

English as a Second Language (Level 3) is a non-credit course for the high beginning to low intermediate student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the third in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of high beginner to low intermediate.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.
2. Easily understand conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.
3. Understand routine work-related conversations.
4. Understand most common English idioms.
5. Follow multi-step directions.

Speaking

1. Function independently in English in most survival, work and social situations, occasionally needing help.
2. Expand on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary. Ask and answer everyday questions.
3. Communicate on the phone in limited situations.
4. Clarify general meaning easily, and can sometimes

convey exact meaning.
5. Reproduce understandably most common English sounds.
6. Uses a few common English idioms.

Reading

Vocabulary

1. Pair common synonyms and antonyms.
2. Understand most contractions.
3. Know the general vocabulary of many usual professions.
4. Have the concept of prefixes and suffixes in English.

Comprehension

1. Read and follow multi-step directions without help.
2. Differentiate fact and opinion and cause and effect.
3. Read and understand a short newspaper article.
4. Draw conclusions from context clues.
5. Identify main idea and supporting ideas.
6. Answer who, when, what, and where questions about readings.

Application (without translation)

1. Make and read a list.
2. Read newspaper or magazine articles.
3. Follow multi-step directions from manuals and cookbooks.
4. Retell a story or article which has been read.

Writing

1. Use simple past and present perfect tenses.
2. Recognize pronouns, adjectives and adverbs.
3. Use contractions in sentences.
4. Use past tense of common irregular verbs.
5. Ask questions using who, what, when, and where.
6. Write a daily schedule.
7. Generate a short descriptive paragraph.
8. Write a simple letter or invitation.
9. Write checks using cardinal and ordinal numbers.
10. Write a classified ad.
11. Use but in compound sentences.
12. Distinguish between count and noncount nouns.
13. Distinguish between use of definite and indefinite articles.
14. Know a few common comparatives and superlatives of adverbs and adjectives.

Life Skills

1. Describe common diseases and accidents.
2. Identify doctors by specializations.
3. Follow medicine labels.
4. Read grocery ads. Use grocery coupons. Order fast foods.
5. State food preferences.
6. Follow recipe directions.
7. Request travel information (weather).
8. Read city and state maps.
9. Locate community resources--mental health, recreation, legal. . .
10. Manage post office transactions.
11. Open a personal checking account.
12. Wire money. Understand contracts.
13. Assemble IRS information.
14. Return and exchange purchases.
15. Request housing repairs.
16. Perform basic household repairs.
17. Greet friends and strangers.
18. Give personal information.
19. Describe social relationships.
20. Identify basic civic responsibilities.
21. Participate minimally in American holidays.
22. Describe job duties and responsibilities.
23. Express goals and steps to attain them.

Study Skills

1. Record key phrases from oral presentation.
2. Find general information from encyclopedia or other library sources.
3. Turn in complex oral and written homework.
4. Complete fill-in-the-blank tests given multiple words. Fills in up to 5 word answers.
5. Define, describe, and state simple how and why. Do simple tracing of chronological order and sequencing with a few items.
6. Find answers to who, what, when, where questions from short articles or paragraphs.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--A bilingual dictionary (available at the Adult Learning Center)

May 1994

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

Teacher's Name _____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 3

COURSE DESCRIPTION

ESL (Level 3) is an English course for the high beginning to low intermediate student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the high intermediate (Level 4) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 4.

Listening

1. Understand everyday conversations at normal speed; sometimes may need slower speech or repetition.
2. Understand conversations with unfamiliar vocabulary, but may have difficulty with rapid speech.
3. Understand routine work-related conversations.
4. Understand most English idioms.
5. Follow instructions with several steps.

Speaking

1. Speak in most survival, work and social situations.
2. Ask and answer everyday questions. Expand on basic ideas in conversations, sometimes with hesitation.
3. Communicate on the telephone in limited situations.
4. Clarify general meaning.
5. Say most English sounds correctly.
6. Use some English idioms.

Reading

Vocabulary

1. Match common synonyms and antonyms.
2. Understand most contractions.
3. Know the vocabulary of many usual professions.
4. Know some prefixes and suffixes in English.

Comprehension

1. Read and follow directions with several steps.
2. Know the difference between fact and opinion.
3. Read and understand a short newspaper article.
4. Know what to expect in a story.
5. Identify the main idea and supporting ideas.
6. Answer who, what, when, where questions about readings.

Application (without translation)

1. Make and read a list.
2. Read short newspaper or magazine articles.
3. Follow directions from manuals and cookbooks.
4. Retell a story or article which has been read.

Writing

1. Use simple past and present perfect tenses.
2. Recognize pronouns, adjectives and adverbs.
2. Use contractions in sentences.
4. Use past tense of common irregular verbs.
5. Ask questions using who, what, when, and where.
6. Write a daily schedule.
7. Write a short paragraph.
8. Write a simple letter or invitation.
9. Write checks using numbers and words for numbers.
10. Write a classified ad.
11. Use but in compound sentences.
12. Tell the difference between count and noncount nouns.
13. Know the difference in using definite and indefinite articles--a,an,the,some,any,...
14. Compare adverbs and adjectives.

Life Skills

1. Describe common diseases and accidents.
2. Identify doctors by specializations.
3. Follow medicine labels.
4. Read grocery ads. Use grocery coupons. Order fast foods.
5. State food preferences.
6. Follow recipe directions.
7. Request travel information (weather).
8. Read city and state maps.
9. Locate community resources--mental health, recreation, legal offices, and others.
10. Do business at the post office.
11. Open a personal checking account.

12. Send money by Western Union. Understand contracts.
13. Get information together for income taxes.
14. Return and exchange purchases.
15. Ask the owner to repair your house.
16. Do some basic household repairs.
17. Greet friends and strangers.
18. Give personal information.
19. Tell about social relationships.
20. Tell about the responsibilities of a citizen.
21. Celebrate some American holidays.
22. Tell about job duties and responsibilities.
23. Express goals and steps to attain them.

Study Skills

1. Write down most important information from a talk.
2. Find information in the encyclopedia or other books.
3. Finish and turn in homework.
4. Answer simple test questions in English.
5. Be able to tell about how and why certain things happen. Tell the order in which things happened.
6. Find answers to who, what, when, and where questions from short articles or paragraphs.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Bilingual Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS

Level 3

Name _____ ID _____

Date of Birth _____

Date of INITIAL ENROLLMENT _____ LEVEL COMPLETION _____

English as a Second Language Program
Garden City Community College
Garden City, KS 67846
316-276-7611

LISTENING

__ Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.

__ Easily understand conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.

__ Understands most common English idioms.

SPEAKING

__ Functions independently in English in most survival, work and social situations, occasionally needing help.

__ Expands on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary.

__ Asks and answers everyday questions.

__ Communicates on the phone in limited situations.

__ Clarifies general meaning easily, and can sometimes convey exact meaning. States an idea or opinion, and is usually understood by English speakers not accustomed to accented language.

__ Reproduces understandably most common English sounds.

__ Uses a few common English idioms.

READING

Vocabulary

__ Pairs common synonyms and antonyms.
__ Understands most contractions.
__ Knows the general vocabulary of many usual professions.
__ Has the concept of prefixes and suffixes in English.

Comprehension

__ Reads and follows multi step directions without help.
__ Differentiates fact and opinion and cause and effect.
__ Reads and understands a short article (newspaper).
__ Draws conclusions from context clues.
__ Identifies main idea and supporting ideas.
__ Answers who, when [illegible] and where questions readings.

Application (no translation)

__ Makes and reads a list.
__ Reads newspaper or magazine articles.
__ Follows multi-step directions from manuals and cookbooks.
__ Retells a story or article which has been read.

WRITING

__ Uses simple past and present perfect tenses.

__ Recognizes pronouns, adjectives and adverbs.

__ Uses contractions in sentences.

__ Uses past tense of common irregular verbs.

__ Asks questions using who, what, when, and where.

__ Writes a daily schedule.

__ Generates a short descriptive paragraph.

__ Writes a simple letter or invitation.

Writes checks using cardinal and ordinal numbers.

__ Writes a classified ad.

__ Uses <u>but</u> in compound sentences.

__ Distinguishes between count and noncount nouns.

__ Distinguishes between use of definite and indefinite articles.

__ Knows a few common comparatives and superlatives of adverbs and adjectives.

LIFE SKILLS

__ Describes common diseases + accidents.
__ Identifies doctors by specializations.
__ Follows medicine labels.

__ Reads grocery ads. Uses grocery coupons. Orders fast foods.
__ States food preferences.
__ Follows recipe directions.

__ Requests travel information (weather).
__ Reads city and state maps.

__ Locates community resources--mental health, recreation, legal...
__ Manages post office transations.

__ Opens a personal checking account.
__ Wires money. Understands contracts.
__ Assembles IRS information.

__ Returns and exchanges purchases.
__ Requests housing repairs.
__ Performs basic household repairs.

__ Greets friends and strangers.
__ Gives personal information.
__ Describes social relationships.

__ Identifies basic civic responsibilities.
__ Participates minimally in American holidays.

__ Describes job duties and responsibilities.
__ Expresses goals and [illegible] attain them.

STUDY SKILLS

__ Records key phrases from oral presentation.

__ Finds general information from encyclopedia or other library sources.

__ Turns in complex oral and written homework.

__ Completes fill-in-the-blank tests given multiple words. Fills in up to 5 word answers.

__ Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.

__ Finds answers to who, what, when, where questions from short article or paragraph.

BEST COPY AVAILABLE

Assessment dates to exit this level:

Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Special learning problems noted: (+ comments)

hearing _____

vision _____

other _____

_____

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Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 4

COURSE DESCRIPTION

English as a Second Language (Level 4) is a non-credit course for the low intermediate to high intermediate student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the fourth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low intermediate to high intermediate.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand most general conversations and conversations on technical subjects in own field.
2. Understand most conversations between native speakers, except very rapid or colloquial speech.
3. Can follow detailed directions (e.g. instructions on taking a standardized test.)
4. Comprehend without face-to-face contact most information from telephone, TV and radio--and is able to discuss content.
5. Catch the humor in simple English jokes, puns, and riddles.

Speaking

1. Speak fluently in both familiar and unfamiliar situations. Are usually understood by Americans not used to accented English.

May 1994

2. Participate effectively in practical and social conversations with native speakers, including discussions of technical topics.
3. Communicate easily on the phone about most familiar subjects.
4. Discuss personal and environmental issues in a variety of ways. Are able to give an idea or opinion. Interpret stress and intonation in most English sentences.
5. Reproduce understandably the difficult sounds in everyday speech.
6. Ask for directions and clarification.

Reading

Vocabulary

1. Identify root words, prefixes and suffixes.
2. Know the specific vocabulary of many usual professions.
3. Read at fifth grade level or above.

Comprehension

1. Read and summarize a short story, then state personal opinion.
2. Identify different types of reading materials.
3. Are able to predict endings on stories.
4. Read simple technical writing (appliance directions).

Application (without translation)

1. Read and answer logs, journals, and job memos.
2. Understand job handbooks.
3. Interpret college schedule.
4. Supplement reading from additional sources.
5. Follow multi-step directions from written paragraphs.

Writing

1. Use past perfect and future perfect tenses.
2. Recognize articles, prepositions, and conjunctions.
3. Ask tag questions.
4. Write a résumé or cover letter.
5. Write a 200-word essay on a given topic.
6. Write simple memos, logs and instructions.
7. Use indefinite you.
8. Choose correct possessive and reflexive pronouns.
9. Use modals can, might, should, and must.

10. Write compound sentences with a variety of conjunctions.
11. Know many comparatives and superlatives of adverbs and adjectives.

Life Skills

1. Describe medical emergencies.
2. Describe health problems.
3. Request medical advice.
4. Order from a menu.
5. Plan a personal budget.
6. Fill out a loan application.
7. Use time management techniques with work schedules and time clocks.
8. Interpret a lease/rent contract.
9. Make and respond to invitations.
10. Interact appropriately in the workplace.
11. Understand legal responsibilities and rights (tenant/landlord, fish and game. . .)
12. Complete college application and class registration forms.
13. Apply for financial aid.
14. Demonstrate fundamental computer literacy.

Study Skills

1. Record key ideas from oral presentation.
2. Find and summarize detailed information from encyclopedia or other library sources.
3. Accomplish group work in class with outside tasks assigned.
4. Understand several types of test formats-- standardized, multiple choise, true-false...
5. Make inferences and draw conclusions given a complicated set of information.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--A bilingual dictionary (available at the Adult Learning Center)

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

Student Syllabus

Teacher's Name _____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 4

COURSE DESCRIPTION

ESL (Level 4) is an English course for the high beginning to low intermediate to high intermediate student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the low advanced (Level 5) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 5.

Listening

1. Understand most general conversations in English, and conversations on technical subjects in your own profession.
2. Understand most conversations between native speakers, except very rapid or colloquial speech.
3. Follow detailed directions.
4. Comprehend TV, radio and telephone speech without seeing the speaker.
5. Catch the humor in some English jokes.

Speaking

1. Speak in familiar and unfamiliar situations. Be understood by most Americans not accustomed to accented English.
2. Participate in social, practical, and technical conversations with native speakers of English.

3. Communicate easily on the telephone about most subjects.
4. Discuss personal and environmental issues in a number of ways. Give an idea or opinion. Interpret stress and intonation in most English sentences.
5. Say the difficult sounds in English.
6. Ask for directions and clarification.

Reading

Vocabulary

1. Identify root words, prefixes and suffixes.
2. Know the specific vocabulary of many usual professions.
3. Read at the fifth grade level or above.

Comprehension

1. Read and summarize a short story, then state a personal opinion.
2. Identify different types of reading materials.
3. Be able to predict endings on stories.
4. Read simple technical writing (like appliance directions).

Application (without translation)

1. Read and answer logs, journals and job memos.
2. Understand job handbooks.
3. Interpret a college schedule.
4. Find other things to read about a certain subject.
5. Follow complicated directions from written paragraphs.

Writing

1. Use past perfect and future perfect tenses.
2. Recognize articles, prepositions and conjunctions.
3. Ask questions like It's cold, isn't it?
4. Write a résumé or cover letter.
5. Write a 200 word essay on a given topic.
6. Write simple memos, logs and instructions.
7. Use you in sentences like You should wear seat belts every time you drive.
8. Use correct possessive and reflexive pronouns (my, your, his, hers, its, our, their, myself, yourself, himself, herself, itself, ourselves, themselves).
9. Use can, might, should, and must.
10. Write compound sentences with a variety of conjunctions, like and, but, because, etc.
11. Know comparatives and superlatives of many adverbs and adjectives.

Life Skills

1. Describe medical emergencies.
2. Tell about health problems.
3. Ask for medical advice.
4. Order food from a menu in a restaurant.

5. Plan a personal budget.
6. Fill out a loan application.
7. Plan to use your time well with work schedules and time clocks.
8. Understand a lease/rent contract.
9. Make and respond to invitations.
10. Know how to act correctly in the workplace.
11. Understand something about U.S. laws.
12. Complete college application and class registration forms.
13. Apply for financial aid.
14. Be able to use a computer.

Study Skills

1. Write down key ideas information from a talk.
2. Find and summarize detailed information from the encyclopedia or other library sources.
3. Accomplish group work in class, with some outside homework assigned.
4. Understand different types of tests given in the United States--standardized, multiple choice, true-false...
5. Make inferences and draw conclusions from information.

TEXTBOOKS

Each student will purchase two books for this course:

--
--Bilingual Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS

Level 4

Name _____ ID _____

Date of Birth _____

Date of INITIAL ENROLLMENT _____ LEVEL COMPLETION _____

English as a Second Language Program
Garden City Community College
Garden City, KS 67846
316-276-7611

LISTENING

- __ Understands most general conversations and conversation on technical subjects in own field.
- __ Understands most conversations between native speakers, except very rapid or colloquial speech.
- __ Can follow detailed directions (e.g. instructions on taking a standardized test)
- __ Comprehends without face-to-face contact most information from telephone, TV and radio and is able to discuss content.
- __ Catches the humor in simple English jokes, puns, and riddles.

SPEAKING

- __ Speaks fluently in both familiar and unfamiliar situations. Is usually understood by Americans not used to accented English.
- __ Participates effectively in practical and social conversations with native speakers, including discussions of technical topics.
- __ Communicates easily on the phone about most familiar subjects.
- __ Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets stress and intonation in most English sentences.
- __ Reproduces understandably the difficult sounds in English.
- __ Uses some common basic English idioms in everyday speech.
- __ Asks for directions and clarification.

READING

Vocabulary

- __ Identifies root words, prefixes and suffixes.
- __ Knows the specific vocabulary of many usual professions.
- __ Reads at fifth grade level or above.

Comprehension

- __ Reads and summarizes a short story, then states personal opinion.
- __ Identifies different types of reading materials.
- __ Is able to predict endings on stories.
- __ Reads simple technical writing (appliance directions)

Application (no translation)

- __ Reads and answers logs, journals, and job memos.
- __ Understands job handbooks.
- __ Interprets college schedule.
- __ Supplements reading from additional sources.
- __ Follows multi-step directions from written paragraphs.

WRITING

- __ Uses past perfect and future perfect tenses.
- __ Recognizes articles, prepositions, and conjunctions.
- __ Asks tag questions.
- __ Writes a resume or cover letter.
- __ Writes a 200 word essay on a given topic.
- __ Writes simple memos, logs, and instructions.
- __ Uses indefinite you.
- __ Chooses correct possessive and reflexive pronouns.
- __ Uses models can, might, should, and must.
- __ Writes compound sentences with a variety of conjunctions.
- __ Knows many comparatives and superlatives of adverbs and adjectives.

LIFE SKILLS

- __ Describes medical emergencies.
- __ Describes health problems.
- __ Requests medical advice.
- __ Orders from a menu.
- __ Plans a personal budget.
- __ Fills out a loan application.
- __ Uses time management techniques with work schedules and time clocks.
- __ Interprets a lease/rent contract.
- __ Makes and responds to invitations.
- __ Interacts appropriately in the workplace.
- __ Understands legal responsibilities and rights (tenant/landlord, fish and game...)
- __ Completes college application and class registration forms.
- __ Applies for financial aid.
- __ Demonstrates fundamental computer literacy.

STUDY SKILLS

- __ Records key ideas from oral presentation.
- __ Finds and summarizes detailed information from encyclopedia or other library sources.
- __ Accomplishes group work in class with outside tasks assigned.
- __ Understands several types of test formats--standardized, multiple choice, true-false...
- __ Makes inferences and draws conclusions given a complicated set of information.

BEST COPY AVAILABLE

Assessment dates to exit this level:

Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Special learning problems noted: (+ comments)

hearing _____

vision _____

other _____

_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

LANG 204 ENGLISH AS A SECOND LANGUAGE I

Level 5

COURSE DESCRIPTION

English as a Second Language (Level 5) is a three credit hour course for the high intermediate to low advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the fifth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of high intermediate to low advanced.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand almost all English speech.
2. Appropriately interpret stress, rhythm and intonation in most English discussion.
3. Follow TV or radio program in English and can summarize it orally.
4. Follow directions for class assignments, homework, tests.
5. Catch the humor in most English jokes, puns and other word play.

Speaking

1. Speak with creativity but with hesitation in social, technical, and academic situations. Rely little on learned phrases.

2. Handle problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments.
3. Discuss current events and issues.
4. Use many common English idioms appropriately.

Reading

Vocabulary

1. Read advanced technical vocabulary in occupational area.
2. Attach multiple meanings to many common English words.
3. Develop vocabulary related to specific academic areas.
4. Read at seventh grade level or above.

Comprehension

1. Draw inferences from written materials.
2. Identify main ideas in a textbook chapter.
3. Answer how and why questions about reading materials.
4. Read and understand class assignments.

Application (without translation)

1. Use English to English dictionary.
2. Read for enjoyment.
3. Skim and scan for quicker reading.
4. Use library to locate supplemental materials on a particular topic.

Writing

1. Correctly use tenses to write about an experience.
2. Write in journals to describe feelings and personal preferences.
3. Use outline to organize information.
4. Write a 500-word essay, choosing topic from list.
5. Write a short paper about an academic topic.
6. Use complex sentences.
7. Ask negative questions.
8. Are able to use inseparable two-word verbs (to call up, to call on, to call out...)
9. Know most comparatives and superlatives of adverbs and adjectives.
10. Use past habitual verbs (she used to ...).

Life Skills

1. Fill out a medical history form.
2. Refer others to community resources.
3. Relates to others in an academic setting.
4. Understand U.S. Constitution and Bill of Rights.
5. Are aware of occupational possibilities.
6. Use library and reference materials.
7. Know drop/add procedures.
8. Have general awareness of college course requirements.
9. Participate in college activities, at least in a limited way.

Study Skills

1. Take complex notes from ESL instructor.
2. Locate and use three sources to write a report.
3. Accomplish group work task written outside of class.
4. Answer difficult essay, true/false, multiple choice questions.
5. Compare and contrast.
6. Discuss complex subjects using outlining and summarization.
7. Access learning center resources with help.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

GRADE DISTRIBUTION

A. Assignments, exams, and journals 33% (Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:

90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

May 1994

Student Syllabus

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

LANG 204 ENGLISH AS A SECOND LANGUAGE I

Level 5

COURSE DESCRIPTION

English as a Second Language (Level 5) is a three credit hour course for the high intermediate to low advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the fifth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of high intermediate to low advanced.

Teacher's name_____

Telephone _____

Office _____

Office hours _____

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

<u>Listening</u>

1. Understand almost all English speech.
2. Appropriately interpret stress, rhythm and intonation in most English discussion.
3. Follow TV or radio program in English and can summarize it orally.
4. Follow directions for class assignments, homework, tests.
5. Catch the humor in most English jokes, puns and other word play.

Speaking

1. Speak with creativity but with hesitation in social, technical, and academic situations. Rely little on learned phrases.
2. Handle problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments.
3. Discuss current events and issues.
4. Use many common English idioms appropriately.

Reading

Vocabulary

1. Read advanced technical vocabulary in occupational area.
2. Attach multiple meanings to many common English words.
3. Develop vocabulary related to specific academic areas.
4. Read at seventh grade level or above.

Comprehension

1. Draw inferences from written materials.
2. Identify main ideas in a textbook chapter.
3. Answer how and why questions about reading materials.
4. Read and understand class assignments.

Application (without translation)

1. Use English to English dictionary.
2. Read for enjoyment.
3. Skim and scan for quicker reading.
4. Use library to locate supplemental materials on a particular topic.

Writing

1. Correctly use tenses to write about an experience.
2. Write in journals to describe feelings and personal preferences.
3. Use outline to organize information.
4. Write a 500-word essay, choosing topic from list.
5. Write a short paper about an academic topic.
6. Use complex sentences.
7. Ask negative questions.
8. Are able to use inseparable two-word verbs (to call

up, to call on, to call out...)
9. Know most comparatives and superlatives of adverbs and adjectives.
10. Use past habitual verbs (she used to ...).

Life Skills

1. Fill out a medical history form.
2. Refer others to community resources.
3. Relates to others in an academic setting.
4. Understand U.S. Constitution and Bill of Rights.
5. Are aware of occupational possibilities.
6. Use library and reference materials.
7. Know drop/add procedures.
8. Have general awareness of college course requirements.
9. Participate in college activities, at least in a limited way.

Study Skills

1. Take complex notes from ESL instructor.
2. Locate and use three sources to write a report.
3. Accomplish group work task written outside of class.
4. Answer difficult essay, true/false, multiple choice questions.
5. Compare and contrast.
6. Discuss complex subjects using outlining and summarization.
7. Access learning center resources with help.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--
--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

May 1994

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

May 1994

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language is expected in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

GRADE DISTRIBUTION

A. Assignments, exams, and journals 33% (Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:

90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

Students who wish to discontinue this course must sign and process an ADD/DROP SLIP. If they simply stop attending, the final grade will be an F.

May 1994

Level 5

Name _____ ID _____

Date of Birth _____

Date of INITIAL ENROLLMENT _____ LEVEL COMPLETION _____

English as a Second Language Program
Garden City Community College
Garden City, KS 67846
316-276-7611

LISTENING

- __ Understands almost all English speech
- __ Appropriately interprets stress, rhythm and intonation in most English discussion
- __ Follows TV or radio program in English and can summarize it orally
- __ Follows directions for class assignments, homework, tests
- __ Catches the humor in most English jokes, puns and other word play

SPEAKING

- __ Speaks with creativity but with hesitation in social, technical, and academic situations. Relies little on learned phrases
- __ Handles problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments
- __ Discusses current events and issues
- __ Uses many common English idioms appropriately

READING

Vocabulary

- __ Reads advanced technical vocabulary in occupational area
- __ Attaches multiple meanings to many common English words
- __ Develops vocabulary related to specific academic areas
- __ Reads at seventh grade level or above

Comprehension

- __ Draws inferences from written materials
- __ Identifies main ideas in a text book chapter
- __ Answers how and why questions about reading materials
- __ Reads and understands class assignments

Application

- __ Uses English to English dictionary
- __ Reads for enjoyment
- __ Skims and scans for quicker reading
- __ Uses library to locate supplemental materials on a particular topic

WRITING

- __ Correctly uses tenses to write about an experience
- __ Writes in journals to describe feelings and personal preferences
- __ Uses outline to organize information
- __ Writes a 500 word essay, choosing topic from list
- __ Writes a short paper about an academic topic
- __ Uses complex sentences
- __ Asks negative questions
- __ Is able to use inseparable two-word verbs (to call up, to call on, to call out...)
- __ Knows most comparatives and superlatives of adverbs and adjectives
- __ Uses past habitual verbs (she used to...)

LIFE SKILLS

- __ Fills out a medical history form
- __ Refers others to community resources
- __ Relates to others in an academic setting
- __ Understands U.S. Constitution and Bill of Rights
- __ Is aware of occupational possibilities
- __ Uses library and reference materials
- __ Knows drop/add procedures
- __ Has general awareness of college course requirements.
- __ Participates in college activities, at least in a limited way

STUDY SKILLS

- __ Takes complex notes from ESL instructor
- __ Locates and uses three sources to write a report
- __ Accomplishes group work task written outside of class.
- __ Answers difficult essay, true/false, multiple choice questions
- __ Compares and contrasts
- __ Discusses complex subjects using outlining and summarization
- __ Accesses learning center resources with help

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Assessment dates to exit this level:

Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Special learning problems noted: (+ comments)

hearing _____

vision _____

other _____

_____

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

LANG 206 INTERMEDIATE SPOKEN ENGLISH AS A SECOND LANGUAGE

Level 6

COURSE DESCRIPTION

English as a Second Language (Level 6) is a three credit hour course for the low advanced to the high advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the sixth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low advanced to high advanced.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.
2. Follow complex oral directions.
3. Follow and take notes on a lecture by class instructor not accustomed to ESL students.
4. Interpret details from radio or TV in English.

Speaking

1. Actively discuss complex issues and concepts in a group setting.

May 1994

2. Speak fluently in both familiar and unfamiliar situations; can handle problem situations.
3. Lead a discussion group in a classroom situation. Request, confirm, and clarify information.
4. Regularly use English idioms in everyday speech.

Reading

Vocabulary

1. Understand analogies and similes.
2. Develop vocabulary related to general academic areas.
3. Read at ninth grade level or above.

Comprehension

1. Read and understand standard textbooks.
2. Identify the literary elements of a story.

Application (without translation)

1. Research an assigned topic for a class paper.
2. Read and react to book length assignments.
3. Summarize the content of a book and react with personal opinion.

Writing

1. Use sentences with perfect progressive tenses.
2. Use a variety of sentence styles.
3. Write a reaction paper.
4. Are able to proof, edit, and rewrite own work.
5. Write a simple research paper on a topic developed in class.
6. Use passive in guided writing.
7. Use causatives (let, make, have ...)
8. Use irregular past participles routinely.

Life Skills

1. Are prepared for INS citizenship examination.
2. Are prepared to enroll in College Skills Development.
3. Are competent to do a short paper using word processing.

Study Skills

1. Take notes from native English speaker talking at normal/rapid speed.
2. Are able to access most information from library.

3. Manage all homework assignments successfully.
4. Comfortably manage all common forms of tests including mechanically graded tests.
5. Use analysis and evaluation on own academic work.
6. Access learning center resources independently.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

May 1994

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

GRADE DISTRIBUTION

A. Assignments, exams, and journals 33% (Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations.
30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:
90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

May 1994

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

LANG 206 INTERMEDIATE SPOKEN ENGLISH AS A SECOND LANGUAGE

Level 6

COURSE DESCRIPTION

English as a Second Language (Level 6) is a three credit hour course for the low advanced to the high advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the sixth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low advanced to high advanced.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.
2. Follow complex oral directions.
3. Follow and take notes on a lecture by class instructor not accustomed to ESL students.
4. Interpret details from radio or TV in English.

Speaking

1. Actively discuss complex issues and concepts in a group setting.

May 1994

2. Speak fluently in both familiar and unfamiliar situations; can handle problem situations.
3. Lead a discussion group in a classroom situation. Request, confirm, and clarify information.
4. Regularly use English idioms in everyday speech.

Reading

Vocabulary

1. Understand analogies and similes.
2. Develop vocabulary related to general academic areas.
3. Read at ninth grade level or above.

Comprehension

1. Read and understand standard textbooks.
2. Identify the literary elements of a story.

Application (without translation)

1. Research an assigned topic for a class paper.
2. Read and react to book length assignments.
3. Summarize the content of a book and react with personal opinion.

Writing

1. Use sentences with perfect progressive tenses.
2. Use a variety of sentence styles.
3. Write a reaction paper.
4. Are able to proof, edit, and rewrite own work.
5. Write a simple research paper on a topic developed in class.
6. Use passive in guided writing.
7. Use causatives (let, make, have ...)
8. Use irregular past participles routinely.

Life Skills

1. Are prepared for INS citizenship examination.
2. Are prepared to enroll in College Skills Development.
3. Are competent to do a short paper using word processing.

Study Skills

1. Take notes from native English speaker talking at normal/rapid speed.
2. Are able to access most information from library.

May 1994

3. Manage all homework assignments successfully.
4. Comfortably manage all common forms of tests including mechanically graded tests.
5. Use analysis and evaluation on own academic work.
6. Access learning center resources independently.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum level** of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

May 1994

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

GRADE DISTRIBUTION

A. Assignments, exams, and journals	33%	(Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:

90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

May 1994

Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

LANG 204 ENGLISH AS A SECOND LANGUAGE I

Level 6

COURSE DESCRIPTION

English as a Second Language (Level 6) is a three credit hour course for the low advanced to high advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the sixth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low advanced to high advanced.

Teacher's name_____

Telephone _____ Office _____

Office hours _____

After successfully completing this course, students should be able to move into the courses required for graduation at Garden City Community College.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand almost all English speech at typical speed, without rewording or explanation.
2. Follow complex oral directions.
3. Comprehend and take notes on a lecture by a class instructor unaccustomed to ESL students.
4. Interpret details from radio or TV in English.

Speaking

1. Actively discuss complex issues and concepts in a group setting.
2. Speak fluently in both familiar and unfamiliar situations; can handle problem situations.
3. Lead a discussion group in a classroom situation. Request, confirm, and clarify information.
4. Regularly use English idioms in everyday speech.

Reading

Vocabulary

1. Understand analogies and similes.
2. Develop vocabulary related to general academic areas.
3. Read at ninth grade level or above.

Comprehension

1. Read and understand standard textbooks.
2. Identify the literary elements of a story.

Application (without translation)

1. Research an assigned topic for a class paper.
2. Read and react to book length assignments.
3. Summarize the content of a book and react with personal opinion.

Writing

1. Use sentences with perfect progressive tenses.
2. Use a variety of sentence styles.
3. Write a reaction paper.
4. Be able to proof, edit, and rewrite own work.
5. Write a simple research paper on a topic developed in class.
6. Use passive in guided writing.
7. Use causatives (let, make, have...).
8. Use irregular past participles routinely.

Life Skills

1. Be prepared for INS citizenship examination.
2. Be prepared to enroll in College Skills Development.
3. Be competent to do a short paper using word processing.

Study Skills

1. Take notes from a native English speaker talking at normal/rapid speed.
2. Be able to access most information from the library.
3. Manage all homework assignments successfully.
4. Comfortably mange all common forms of tests, including mechanically graded tests.
5. Use analysis and evaluation on own academic work.
6. Access Comprehensive Learning Center resources independently.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--

--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

Listening	Writing
Speaking	Life Skills
Reading	Study Skills

There are numerous expected learner outcomes for each strand. These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a **minimum** level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The **major emphasis**, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSESSMENT

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language is expected in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

GRADE DISTRIBUTION

A. Assignments, exams, and journals 33% (Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:

90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

Students who wish to discontinue this course must sign and process an ADD/DROP SLIP. If they simply stop attending, the final grade will be an F.

May 1994

Level 6

Name _____ ID _____

Date of Birth _____

Date of INITIAL ENROLLMENT _____ LEVEL COMPLETION _____

English as a Second Language Program
Garden City Community College
Garden City, KS 67846
316-276-7611

LISTENING

__ Understands English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.

__ Follows complex oral directions.

__ Follows and takes notes on a lecture by class instructor not accustomed to ESL students.

__ Interprets details from radio or TV in English.

SPEAKING

__ Actively discusses complex issues and concepts in a group setting.

__ Speaks fluently in both familiar and unfamiliar situations, can handle problem situations.

__ Leads a discussion group in a classroom situation. Requests, confirms, and clarifies information.

__ Regularly uses English idioms in everyday speech.

READING

Vocabulary

__ Understands analogies and similes.
__ Develops vocabulary related to general academic areas.
__ Reads at ninth grade level or above.

Comprehension

__ Reads and understands standard textbooks.
__ Identifies the literary elements of a story.

Application

__ Makes and reads a list.
__ Researches an assigned topic for a class paper.
__ Reads and reacts to book length assignments.
__ Summarizes the content of a book and reacts with personal opinion.

WRITING

__ Uses sentences with perfect progressive tenses.

__ Uses a variety of sentence styles.

__ Writes a reaction paper.

__ Is able to proof, edit, and rewrite own work.

__ Writes a simple research paper on a topic developed in a class.

__ Uses (passive voice in guided writing)

__ Uses causatives (let, make, have...)

__ Uses irregular past participles routinely.

LIFE SKILLS

__ Is prepared for INS citizenship examination.

__ Is prepared to enroll in College Skills Development.
__ Is competent to do a short paper using word processing.

STUDY SKILLS

__ Takes notes from native English speaker talking at normal/rapid speed.

__ Is able to access most information from library.

__ Manages all homework assignments successfully.

__ Comfortably manages all common forms of tests including mechanically graded tests.

__ Uses analysis and evaluation on own academic work.

__ Accesses learning center resources independently.

Assessment dates to exit this level:

Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____
Date _____ Percent of Mastery _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Date discontinued _____ Reason _____

Retention efforts: dates of phone calls _____

dates of letters sent _____

dates of personal contact _____

Date of re-enrollment _____

Special learning problems noted: (+ comments)

hearing _____

vision _____

other _____

_____

LEVEL 1

LISTENING

Understands some learned phrases spoken slowly with frequent repetitions.

Understands personal questions about self, job, home, family.

Follows simple instructions and commands in the classroom and at work.

SPEAKING

Expresses basic survival needs, including asking and responding to related questions.

Participates in basic conversations in a few very routine social situations (e.g. greetings, goodbyes).

Expresses emergency needs in person and on the phone (e.g. dialing 911 to report a fire).

Speaks with hesitation and frequent pauses.

READING

Vocabulary

Recognizes common sight words.
Knows sounds of consonants.
Identifies words in various settings.

Comprehension

Reads and follows simple directions.
Identifies the key word in a sentence.
Reads and understands short simple sentences.

Application (no translation)

Takes dictation of words and short simple sentences.
Reads public signs and phone book.

WRITING

Uses simple present and present progressive tenses.

Forms regular plurals.

Uses correct adjective/ noun word order.

Generates three-word sentences.

Uses declarative sentences.

Fills in job application calling for simple personal information.

Chooses correct subject pronoun.

Forms questions with to be.

Uses present forms of to be.

LIFE SKILLS

Identifies parts of the body.
Describes general physical condition.
Identifies health facilities (county health, clinics...)

Names common foods.
States basic food needs.
Locates food items in grocery store.

Describes current weather conditions.
Responds to weather emergencies.

Identifies community facilities.
Asks for directions.
Responds to traffic signs and symbols.
Heeds safety warnings.

Counts coins and currency.
Does simple math.

Gives and requests time information
Names days and months.
Uses a calendar.

Identifies most clothing items.
Names rooms, furniture, major appliances.
Identifies basic kinds of housing.

Is aware of cultural hygiene expectations.

Uses courtesy words (please...)

STUDY SKILLS

Reads and understands notes copied from board.

Alphabetizes by first three letters.

Reports verbally on homework assignment (e.g. how many traffic signs seen on way home).

Answers simple questions orally or written in one word.

Discusses feelings, reasons, and outcomes from pictures or video.

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LEVEL 2

LISTENING

Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.

Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.

Follows two-step directions in the classroom and at work.

Understands very routine and limited conversations on the phone.

Comprehends meanings of a few basic idioms.

SPEAKING

Functions in most face-to-face basic survival situations, but may need some help.

Asks and responds to direct questions on familiar and some new subjects.

Communicates on the phone on practiced subjects (e.g. calling to tell of an absence from class...).

Uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. Identifies characteristics of self, family, environment. Can sometimes clarify by rewording.

Reproduces understandably many common English sounds.

READING

Vocabulary

Pairs 20 common antonyms.
Reads compound words.
Reads product labels.
Recognizes 40 abbreviations.
Is able to read words with blends and diphthongs.
Interprets 25 acronyms.

Comprehension

Reads and follows two-step directions (with prompting).
Reads and understands sentences and simple paragraphs.
Identifies main idea of simple paragraph.

Application (no translation)

Reads and understands simple forms (school enrollment, job application...)
Responds to classified ads (rent, car, grocery).
Reads and uses schedules for television, school, and class.

WRITING

Uses future progressive, simple future, and past progressive tenses.

Recognizes nouns and verbs.

Forms common irregular plurals.

Uses questions using reverse order and the verb to do.

Chooses correct object pronouns.

Writes directions on getting somewhere.

Fills in a job application with personal information and a short paragraph.

Makes a list for shopping.

Uses and in compound sentences.

Uses demonstratives: this, that, these, those.

Uses expletives there is and there are.

LIFE SKILLS

Requests emergency medical service.
Identifies major body organs.
Describes physical symptoms.
Makes an appointment with doctor.

Reads a weather forecast map.
Reports changing weather conditions.

Understands basic structure of school system--locations, personnel, access.

Understands currency denominations.
Estimates sales tax.
Requests utility connection.

Makes a personal schedule.
Understands a travel schedule.

Understands seasonal clothing.

Describes family relationships.
Discusses marital status.

Knows driver license qualifications.
Understands about car insurance.
Is aware of American holidays.

Identifies and describes previous work experience.

Answer questions in job interview.
Fills in social security form.

STUDY SKILLS

Records key words from oral presentation.

Uses table of contents.

Turns in written homework.

Completes simple fill-in-the-blank test with given words.
Matches words and definitions.

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LEVEL 3

LISTENING

Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.

Easily understand conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.

Understands routine work-related conversations.

Understands most common English idioms.

SPEAKING

Functions independently in English in most survival, work and social situations, occasionally needing help.

Expands on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary.
Asks and answers everyday questions.

Communicates on the phone in limited situations.

Clarifies general meaning easily, and can sometimes convey exact meaning.
States an idea or opinion, and is usually understood by English speakers not accustomed to accented language.

Reproduces understandably most common English sounds.

Uses a few common English idioms.

READING

Vocabulary

Pairs common synonyms and antonyms.
Understands most contractions.
Knows the general vocabulary of many usual professions.
Has the concept of prefixes and suffixes in English.

Comprehension

Reads and follows multi-step directions without help.
Differentiates fact and opinion and cause and effect.
Reads and understands a short article (newspaper).
Draws conclusions from context clues.
Identifies main idea and supporting ideas.
Answers who, when, what, and where questions about readings.

Application (no translation)

Makes and reads a list.
Reads newspaper or magazine articles.
Follows multi-step directions from manuals and cookbooks.
Retells a story or article which has been read.

WRITING

Uses simple past and present perfect tenses.

Recognizes pronouns, adjectives and adverbs.

Uses contractions in sentences.

Uses past tense of common irregular verbs.

Asks questions using who, what, when, and where.

Writes a daily schedule.

Generates a short descriptive paragraph.

Writes a simple letter or invitation.

Writes checks using cardinal and ordinal numbers.

Writes a classified ad.

Uses but in compound sentences.

Distinguishes between count and noncount nouns.

Distinguishes between use of definite and indefinite articles.

Knows a few common comparatives and superlatives of adverbs and adjectives.

LIFE SKILLS

Describes common diseases + accidents.
Identifies doctors by specializations.
Follows medicine labels.

Reads grocery ads. Uses grocery coupons. Orders fast foods.
States food preferences.
Follows recipe directions.

Requests travel information (weather).
Reads city and state maps.

Locates community resources--mental health, recreation, legal...
Manages post office transactions.

Opens a personal checking account.
Wires money. Understands contracts.
Assembles IRS information.

Returns and exchanges purchases.
Requests housing repairs.
Performs basic household repairs.

Greets friends and strangers.
Gives personal information.
Describes social relationships.

Identifies basic civic responsibilities.
Participates minimally in American holidays.

Describes job duties and responsibilities.
Expresses goals and steps to attain them.

STUDY SKILLS

Records key phrases from oral presentation.

Finds general information from encyclopedia or other library sources.

Turns in complex oral and written homework.

Completes fill-in-the-blank tests given multiple words.
Fills in up to 5 word answers.

Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.

Finds answers to who, what, when, where questions from short article or paragraph.

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LEVEL 4

LISTENING

Understands most general conversations and conversation on technical subjects in own field.

Understands most conversations between native speakers, except very rapid or colloquial speech.

Can follow detailed directions (e.g. instructions on taking a standardized test).

Comprehends without face-to-face contact most information from telephone, TV and radio and is able to discuss content.

Catches the humor in simple English jokes, puns, and riddles.

SPEAKING

Speaks fluently in both familiar and unfamiliar situations. Is usually understood by Americans not used to accented English.

Participates effectively in practical and social conversations with native speakers, including discussions of technical topics.

Communicates easily on the phone about most familiar subjects.

Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets stress and intonation in most English sentences.

Reproduces understandably the difficult sounds in English.

Uses some common basic English idioms in everyday speech.

Asks for directions and clarification.

READING

Vocabulary

Identifies root words, prefixes and suffixes.
Knows the specific vocabulary of many usual professions.
Reads at fifth grade level or above.

Comprehension

Reads and summarizes a short story, then states personal opinion.
Identifies different types of reading materials.

Is able to predict endings on stories.
Reads simple technical writing (appliance directions).

Application

Reads and answers logs, journals, and job memos.
Understands job handbooks.
Interprets college schedule.
Supplements reading from additional sources.
Follows multi-step directions from written paragraphs.

WRITING

Uses past perfect and future perfect tenses.

Recognizes articles, prepositions, and conjunctions.

Asks tag questions.

Writes a resume or cover letter.

Writes a 200-word essay on a given topic.

Writes simple memos, logs, and instructions.

Uses indefinite you.

Chooses correct possessive and reflexive pronouns.

Uses modals can, might, should, and must.

Writes compound sentences with a variety of conjunctions.

Knows many comparatives and superlatives of adverbs and adjectives.

LIFE SKILLS

Describes medical emergencies.
Describes health problems.
Requests medical advice.

Orders from a menu.

Plans a personal budget.
Fills out a loan application.

Uses time management techniques with work schedules and time clocks.

Interprets a lease/rent contract.

Makes and responds to invitations.
Interacts appropriately in the workplace.

Understands legal responsibilities and rights (tenant/landlord, fish and game...)

Completes college application and class registration forms.
Applies for financial aid.
Demonstrates fundamental computer literacy.

STUDY SKILLS

Records key ideas from oral presentation.

Finds and summarizes detailed information from encyclopedia or other library sources.

Accomplishes group work in class with outside tasks assigned.

Understands several types of test formats--standardized, multiple choice, true-false...

Makes inferences and draws conclusions given a complicated set of information.

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LEVEL 5

LISTENING

Understands almost all English speech.

Appropriately interprets stress, rhythm and intonation in most English discussion.

Follows TV or radio program in English and can summarize it orally.

Follows directions for class assignments, homework, tests.

Catches the humor in most English jokes, puns and other word play.

SPEAKING

Speaks with creativity but with hesitation in social, technical, and academic situations. Relies little on learned phrases.

Handles problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments.

Discusses current events and issues.

Uses many common English idioms appropriately.

READING

Vocabulary

Reads advanced technical vocabulary in occupational area.
Attaches multiple meanings to many common English words.
Develops vocabulary related to specific academic areas.
Reads at seventh grade level or above.

Comprehension

Draws inferences from written materials.
Identifies main ideas in a textbook chapter.
Answers how and why questions about reading materials.
Reads and understands class assignments.

Application

Uses English to English dictionary.
Reads for enjoyment.
Skims and scans for quicker reading.
Uses library to locate supplemental materials on a particular topic.

WRITING

Correctly uses tenses to write about an experience.

Writes in journals to describe feelings and personal preferences.

Uses outline to organize information.

Writes a 500-word essay, choosing topic from list.

Writes a short paper about an academic topic.

Uses complex sentences.

Asks negative questions.

Is able to use inseparable two-word verbs (to call up, to call on, to call out...).

Knows most comparatives and superlatives of adverbs and adjectives.

Uses past habitual verbs (she used to...).

LIFE SKILLS

Fills out a medical history form.

Refers others to community resources

Relates to others in an academic setting.

Understands U.S. Constitution and Bill of Rights.

Is aware of occupational possibilities.

Uses library and reference materials.
Knows drop/add procedures.
Has general awareness of college course requirements.
Participates in college activities, at least in a limited way.

STUDY SKILLS

Takes complex notes from ESL instructor.

Locates and uses three sources to write a report.

Accomplishes group work task written outside of class.

Answers difficult essay, true/false, multiple choice questions.

Compares and contrasts.
Discusses complex subjects using outlining and summarization.

Accesses learning center resources with help.

LEVEL 6

LISTENING

Understands English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.

Follows complex oral directions.

Follows and takes notes on a lecture by class instructor not accustomed to ESL students.

Interprets details from radio or TV in English.

SPEAKING

Actively discusses complex issues and concepts in a group setting.

Speaks fluently in both familiar and unfamiliar situations; can handle problem situations.

Leads a discussion group in a classroom situation. Requests, confirms, and clarifies information.

Regularly uses English idioms in everyday speech.

READING

Vocabulary

Understands analogies and similes.
Develops vocabulary related to general academic areas.
Reads at ninth grade level or above.

Comprehension

Reads and understands standard textbooks.
Identifies the literary elements of a story.

Application

Researches an assigned topic for a class paper.
Reads and reacts to book length assignments.
Summarizes the content of a book and reacts with personal opinion.

WRITING

Uses sentences with perfect progressive tenses.

Uses a variety of sentence styles.

Writes a reaction paper.

Is able to proof, edit, and rewrite own work.

Writes a simple research paper on a topic developed in class.

Uses passive voice in guided writing.

Uses causatives (let, make, have...).

Uses irregular past participles routinely.

LIFE SKILLS

Is prepared for INS citizenship examination.

Is prepared to enroll in College Skills Development.
Is competent to do a short paper using word processing.

STUDY SKILLS

Takes notes from native English speaker talking at normal/rapid speed.

Is able to access most information from library.

Manages all homework assignments successfully.

Comfortably manages all common forms of tests including mechanically graded tests.

Uses analysis and evaluation on own academic work.

Accesses learning center resources independently.

LISTENING

Level 1

Understands some learned phrases spoken slowly with frequent repetitions.

Understands personal questions about self, job, home, family.

Follows simple instructions and commands in the classroom and at work.

Level 2

Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.

Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.

Follows two-step directions in the classroom and at work.

Understands very routine and limited conversations on the phone.

Comprehends meanings of a few basic idioms.

Level 3

Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.

Easily understands conversation containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.

Understands routine work-related conversations.

Understands most common English idioms.

Level 4

Understands most general conversations and conversation on technical subjects in own field.

Understands most conversations between native speakers, except very rapid or colloquial speech.

Can follow detailed directions (e.g. instructions on taking a standardized test).

Comprehends without face-to-face contact most information from telephone, TV and radio and is able to discuss content.

Catches the humor in simple English jokes, puns, and riddles.

Level 5

Understands almost all English speech.

Appropriately interprets stress, rhythm and intonation in most English discussion.

Follows TV or radio program in English and can summarize it orally.

Follows directions for class assignments, homework, tests.

Catches the humor in most English jokes, puns and other word play.

Level 6

Understands English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.

Follows complex oral directions.

Follows and takes notes on a lecture by class instructor not accustomed to ESL students.

Interprets details from radio or TV in English.

SPEAKING

Level 1

Expresses basic survival needs, including asking and responding to related questions.

Participates in basic conversations in a few very routine social situations (e.g. greetings, goodbyes).

Expresses emergency needs in person and on the phone (e.g. dialing 911 to report a fire).

Speaks with hesitation and frequent pauses.

Level 2

Functions in most face-to-face basic survival situations, but may need some help.

Asks and responds to direct questions on familiar and some new subjects.

Communicates on the phone on practiced subjects (calling to tell of an absence from class...)

Uses new phrases (i.e. speaks with some creativity) with hesitation and pauses. Identifies characteristics of self, family, environment. Can sometimes clarify by rewording.

Reproduces understandably many common English sounds.

Level 3

Functions independently in English in most survival, work and social situations, occasionally needing help.

Expands on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary.
Asks and answers everyday questions.

Communicates on the phone in limited situations.

Clarifies general meaning easily, and can sometimes convey exact meaning. States an idea or opinion, and is usually understood by English speakers not accustomed to accented language.

Reproduces understandably most common English sounds.

Uses a few common English idioms.

Level 4

Speaks fluently in both familiar and unfamiliar situations. Is usually understood by Americans not used to accented English.

Participates effectively in practical and social conversations with native speakers, including discussions of technical topics.

Communicates easily on the phone about most familiar subjects.

Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets English sentences.

Reproduces understandably the difficult sounds in English.

Uses some common basic English idioms in everyday speech.

Asks for directions and clarification.

Level 5

Speaks with creativity but with hesitation in social, technical, and academic situations. Relies little on learned phrases.

Handles problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments.

Discusses current events and issues.

Uses many common English idioms appropriately.

Level 6

Actively discusses complex issues and concepts in a group setting.

Speaks fluently in both familiar and unfamiliar situations; can handle problem situations.

Leads a discussion group in a classroom situation. Requests, confirms, and clarifies information.

Regularly uses English idioms in everyday speech.

READING

Level 1

Vocabulary

Recognizes common sight words.
Knows sounds of consonants.
Identifies words in various settings.

Comprehension

Reads and follows simple directions.
Identifies the key word in a sentence.
Reads and understands short simple sentences.

Application (no translation)

Takes dictation of words and short simple sentences.
Reads public signs and phone book.

Level 2

Vocabulary

Pairs 20 common antonyms.
Reads compound words.
Reads product labels.
Recognizes 40 abbreviations.
Is able to read words with blends and diphthongs.
Interprets 25 acronyms.

Comprehension

Reads and follows two-step directions (with prompting).
Reads and understands sentences and simple paragraphs.
Identifies main idea of simple paragraph.

Application (no translation)

Reads and understands simple forms (school enrollment, job application...)
Responds to classified ads (rent, car, grocery).
Reads and uses schedules for television, school, and class.

Level 3

Vocabulary

Pairs common synonyms and antonyms.
Understands most contractions.
Knows the general vocabulary of many usual professions.
Has the concept of prefixes and suffixes in English.

Comprehension

Reads and follows multi-step directions without help.
Differentiates fact and opinion and cause and effect.
Reads and understands a short article (newspaper).
Draws conclusions from context clues.
Identifies main idea and supporting ideas.
Answers who, when, what, and where questions about readings.

Application (no translation)

Makes and reads a list.
Reads newspaper or magazine articles.
Follows multi-step directions from manuals and cookbooks.
Retells a story or article which has been read.

Level 4

Vocabulary

Identifies root words, prefixes and suffixes.
Knows the specific vocabulary of many usual professions.
Reads at fifth grade level or above.

Comprehension

Reads and summarizes a short story, then states personal opinion.
Identifies different types of reading materials.
Is able to predict endings on stories.
Reads simple technical writing (appliance directions).

Application

Reads and answers logs, journals, and job memos.
Understands job handbooks.
Interprets college schedule.
Supplements reading from additional sources.
Follows multi-step directions from written paragraphs.

Level 5

Vocabulary

Reads advanced technical vocabulary in occupational area.
Attaches multiple meanings to many common English words.
Develops vocabulary related to specific academic areas.
Reads at seventh grade level or above.

Comprehension

Draws inferences from written materials.
Identifies main ideas in a textbook chapter.
Answers how and why questions about reading materials.
Reads and understands class assignments.

Application

Uses English to English dictionary.
Reads for enjoyment.
Skims and scans for quicker reading.
Uses library to locate supplemental materials on a particular topic.

Level 6

Vocabulary

Understands analogies and similes.
Develops vocabulary related to general academic areas.
Reads at ninth grade level or above.

Comprehension

Reads and understands standard textbooks.
Identifies the literary elements of a story.

Application

Researches an assigned topic for a class paper.
Reads and reacts to book length assignments.
Summarizes the content of a book and reacts with personal opinion.

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WRITING

Level 1

Uses simple present and present progressive tenses.

Forms regular plurals.

Uses correct adjective/noun word order.

Generates three-word sentences.

Uses declarative sentences.

Fills in job application calling for simple personal information.

Chooses correct subject pronoun.

Forms questions with to be.

Uses present forms of to be.

Level 2

Uses future progressive, simple future, and past progressive tenses.

Recognizes nouns and verbs.

Forms common irregular plurals.

Uses questions using reverse order and the verb to do.

Chooses correct object pronouns.

Writes directions on getting somewhere.

Fills in a job application with personal information and a short paragraph.

Makes a list for shopping.

Uses and in compound sentences.

Uses demonstratives: this, that, these, those.

Uses expletives there is and there are.

Level 3

Uses simple past and present perfect tenses.

Recognizes pronouns, adjectives and adverbs.

Uses contractions in sentences.

Uses past tense of common irregular verbs.

Asks questions using who, what, when, and where.

Writes a daily schedule.

Generates a short descriptive paragraph.

Writes a simple letter or invitation.

Writes checks using cardinal and ordinal numbers.

Writes a classified ad.

Uses but in compound sentences.

Distinguishes between count and noncount nouns.

Distinguishes between use of definite and indefinite articles.

Knows a few common comparatives and superlatives of adverbs and adjectives.

Level 4

Uses past perfect and future perfect tenses.

Recognizes articles, prepositions, and conjunctions.

Asks tag questions.

Writes a resume or cover letter.

Writes a 200-word essay on a given topic.

Writes simple memos, logs, and instructions.

Uses indefinite you.

Chooses correct possessive and reflexive pronouns.

Uses modals can, might, should, and must.

Writes compound sentences with a variety of conjunctions.

Know many comparatives and superlatives of adverbs and adjectives.

Level 5

Correctly uses tenses to write about an experience.

Writes in journals to describe feelings and personal preferences.

Uses outline to organize information.

Writes a 500-word essay, choosing topic from list.

Writes a short paper about an academic topic.

Uses complex sentences.

Asks negative questions.

Is able to use inseparable two-word verbs (to call up, to call on, to call out...).

Knows most comparatives and superlatives of adverbs and adjectives.

Uses past habitual verbs (she used to...).

Level 6

Uses sentences with perfect progressive tenses.

Uses a variety of sentence styles.

Writes a reaction paper.

Is able to proof, edit, and rewrite own work.

Writes a simple research paper on a topic developed in class.

Uses passive voice in guided writing.

Uses causatives (let, make, have...).

Uses irregular past participles routinely.

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LIFE SKILLS

Level 1

Identifies parts of the body.
Describes general physical condition.
Identifies health facilities (county health, clinics...)

Names common foods.
States basic food needs.
Locates food items in grocery store.

Describes current weather conditions.
Responds to weather emergencies.

Identifies community facilities.
Asks for directions.
Responds to traffic signs and symbols.
Heeds safety warnings.

Counts coins and currency.
Does simple math.

Gives and requests time information.
Names days and months.
Uses a calendar.

Identifies most clothing items.
Names rooms, furniture, major appliances.
Identifies basic kinds of housing.

Is aware of cultural hygiene expectations.

Uses courtesy words (please...)

Level 2

Requests emergency medical service.
Identifies major body organs.
Describes physical symptoms.
Makes an appointment with doctor.

Reads a weather forecast map.
Reports changing weather conditions.

Understands basic structure of school system--locations, personnel, access.

Understands currency denominations.
Estimates sales tax.
Requests utility connection.

Makes a personal schedule.
Understands a travel schedule.

Understands seasonal clothing.

Describes family relationships.
Discusses marital status.

Knows driver license qualifications.
Understands about car insurance.
Is aware of American holidays.

Identifies and describes previous work experience.

Answers questions in job interview.
Fills in social security form.

Level 3

Describes common diseases + accidents.
Identifies doctors by specializations.
Follows medicine labels.

Reads grocery ads. Uses grocery coupons.
Orders fast foods.
States food preferences.
Follows recipe directions.

Requests travel information (weather).
Reads city and state maps.

Locates community resources--mental health, recreation, legal...
Manages post office transactions.

Opens a personal checking account.
Wires money. Understands contracts.
Assembles IRS information.

Returns and exchanges purchases.
Requests housing repairs.
Performs basic household repairs.

Greets friends and strangers.
Gives personal information.
Describes social relationships.

Identifies basic civic responsibilities.
Participates minimally in American holidays.

Describes job duties and responsibilities.
Expresses goals and steps to attain them.

Level 4

Describes medical emergencies.
Describes health problems.
Requests medical advice.

Orders from a menu.

Plans a personal budget.
Fills out a loan application.

Uses time management techniques with work schedules and time clocks.
Interprets a lease/rent contract.

Makes and responds to invitations.
Interacts appropriately in the workplace.

Understands legal responsibilities and rights (tenant/landlord, fish and game...)

Completes college application and class registration forms.
Applies for financial aid.
Demonstrates fundamental computer literacy.

Level 5

Fills out a medical history form.

Refers others to community resources

Relates to others in an academic setting.

Understands U.S. Constitution and Bill of Rights.

Is aware of occupational possibilities.

Uses library and reference materials.
Knows drop/add procedures.
Has general awareness of college course requirements.
Participates in college activities, at least in a limited way.

Level 6

Is prepared for INS citizenship examination.

Is prepared to enroll in College Skills Development.
Is competent to do a short paper using word processing.

STUDY SKILLS

Level 1

Reads and understands notes copied from board.

Alphabetizes by first three letters.

Reports verbally on homework assignment (e.g. how many traffic signs seen on way home).

Answers simple questions orally or written in one word.

Discusses feelings, reasons, and outcomes from pictures or video.

Level 2

Records key words from oral presentation.

Uses table of contents.

Turns in written homework.

Completes simple fill-in-the-blank test with given words.
Matches words and definitions.

Level 3

Records key phrases from oral presentation.

Finds general information from encyclopedia or other library sources.

Turns in complex oral and written homework.

Completes fill-in-the-blank tests given multiple words. Fills in up to 5 word answers.

Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.

Finds answers to who, what, when, where questions from short articles or paragraphs.

Level 4

Records key ideas from oral presentation.

Finds and summarizes detailed information from encyclopedia or other library sources.

Accomplishes group work in class with outside tasks assigned.

Understands several types of test formats--standardized, multiple choice, true-false...

Makes inferences and draws conclusions given a complicated set of information.

Level 5

Takes complex notes from ESL instructor.

Locates and uses three sources to write a report.

Accomplishes group work task written outside of class.

Answers difficult essay, true/false, multiple choice questions.

Compares and contrasts.
Discusses complex subjects using outlining and summarization.

Accesses learning center resources with help.

Level 6

Takes notes from native English speaker talking at normal/rapid speed.

Is able to access most information from library.

Manages all homework assignments successfully.

Comfortably manages all common forms of tests including mechanically graded tests.

Uses analysis and evaluation on own academic work.

Accesses learning center resources independently.